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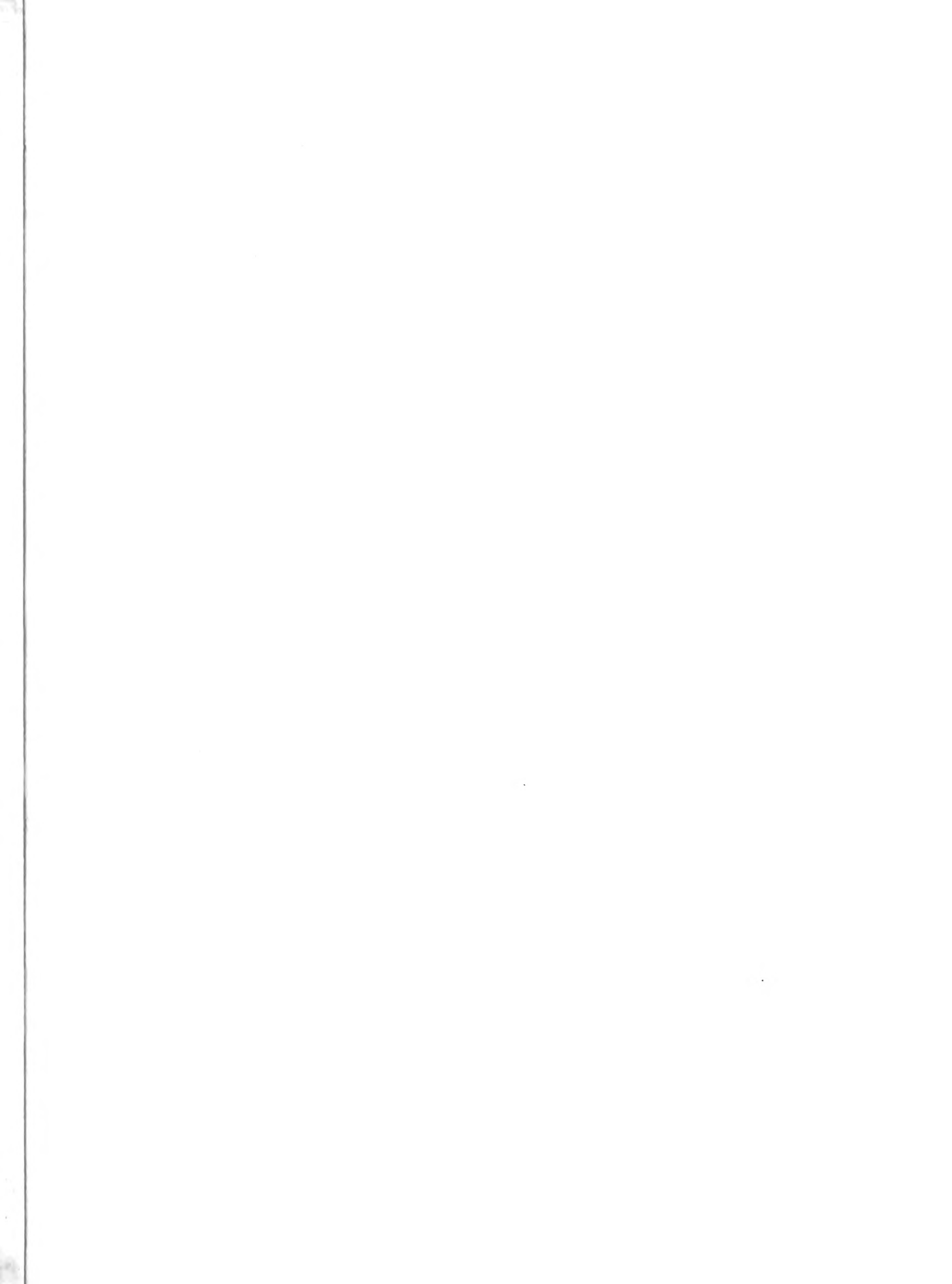
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# ILLINOIS TEACHER OF HOME ECONOMICS

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## CURRICULUM DEVELOPMENT IN HOME ECONOMICS EDUCATION

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## THE ILLINOIS TEACHER OF HOME ECONOMICS, 1965-66

The major focus of the Illinois Teacher of Home Economics for 1965-66 will be curriculum development in home economics education. Following are the main topics which will be covered in the volume:

- .The present challenge in curriculum development in home economics
- .Current issues in home economics education
- .Conditions of society as a basis for curriculum choices
- .Needs of students as a basis for curriculum choices
- .The structure of the field of study as a basis for curriculum choice
- .Planning for the year, the unit, and the daily lesson

Each topic will be discussed in an issue of the Illinois Teacher by a member of the Home Economics Education staff, University of Illinois. Since opinions differ in respect to these important subjects, readers should not expect to find complete agreement in points of view. Perhaps the disparate points of view will prove agreeably stimulating to readers.

\* \* \* \* \*

Major curriculum changes in home economics are needed. The need is underlined by the field's acceptance of the challenge of developing an aspect of the program--education for employment--that is almost entirely new!

It is hoped that this volume of the Illinois Teacher will be helpful to teachers, supervisors, and others engaged in the tasks of curriculum development. The sequence of major articles was planned so that individuals and groups working on curriculum revision might use the series as a guide during the year. Reactions from our readers regarding the helpfulness of this series will be greatly appreciated.

Although the major part of each issue of the Illinois Teacher for the current school year will be devoted to the problems of curriculum development, an additional feature will be short articles on other topics of current interest in home economics education. This issue contains a description of a pilot program in housekeeping technology at Sikeston, Missouri High School and an article reporting recent research on methods of teaching. Information regarding the Sikeston program was provided by Jo Anne Booher, Home Economics Supervisor, Missouri State Department of Education.

Although Professor Bernadine Johnson directed her article to the teacher-educator, it should be of equal interest to the high school teacher. Her summary giving major research findings and implications for teaching should prove especially helpful.

--Elizabeth Simpson

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## CURRICULUM DEVELOPMENT IN HOME ECONOMICS EDUCATION

"This time, like all times, is a very  
good one if we but know what to do with it."--Emerson

### Section I

#### The Present Challenge in Curriculum Development in Home Economics

Elizabeth Jane Simpson, Professor and Chairman  
Division of Home Economics Education  
College of Education  
University of Illinois

Perhaps this is the most exciting period that home economics education has ever known. Opportunities for development and expansion have never been greater. Major curriculum revisions are needed--not refinement of what we have been doing in the past, but a redefinition of the field.

At national, state, and local levels, groups and individuals are engaged in the tasks of curriculum development in home economics. A pervasive sense of urgency and a new spirit of vitality accompany these efforts!

#### Problems and Approaches

##### At the National Level

Considerable progress has been made in the national curriculum development projects in home economics. In approach, these have been "discipline-centered" as opposed to "problem-centered." The key to the approach taken may be found in the words of Denemark:<sup>1</sup>

One approach that merits careful reflection by all educators is to focus upon the identification of the fundamental principles, the broad concepts, the big ideas in the various subject fields....

These questions should guide this process: What are the

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<sup>1</sup>Denemark, George W., "The Curriculum Challenge of Our Times," NEA Journal, 50, No. 9 (December, 1961), p. 12.

fundamental principles, the central concepts, the major ideas associated with a field of study? Which ideas are central to an understanding of the methods of inquiry unique to that field? Which ideas underlie a whole series of other ideas and are thus essential if any real understanding of that field is to come about?

In general, this is the approach that has been taken by not only home economics but also by such fields as mathematics, biology, and physics as efforts are made to choose that knowledge which is of most worth in a period of accelerated change. This approach involves a deliberate choice to concentrate attention upon one aspect of the curriculum--that of content.

This is not to relegate the other aspects to some position of minor importance. It is the opinion of the writer that, for the most part, those involved in using this approach are not losing sight of behavioral objectives, learning experiences, teaching materials and facilities, and methods of evaluation--for these are all part of what is involved in the total process of curriculum development.

At least two major factors would seem to support the decision to take a discipline-centered approach in the national curriculum development projects in home economics:

- .The rapid accumulation of new knowledge and the need for selecting and organizing from the vast store available that which is of most worth for students and that which might be taught most appropriately at the various levels.

- .The difficulties encountered in some of the problem-centered approaches to curriculum organization, such as the broad fields approach, fusion courses, and the core curriculum, in helping students integrate and apply knowledge from various fields. As Alice Miel points out,

...educators did not have as good an understanding of the nature of the separate subject fields being integrated as is now beginning to be available. Although they had the worthy intention of helping students 'draw upon' various disciplines, the content of the disciplines was not organized to facilitate this process.<sup>2</sup>

Home Economics Education personnel in the Office of Education, Department of Health, Education, and Welfare have provided leadership

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<sup>2</sup>Miel, Alice, "Knowledge and the Curriculum," Chapter 4, New Insights and the Curriculum, 1963 Yearbook, Association for Supervision and Curriculum Development, National Education Association, Washington, D.C., 1963, p. 94.



in the task of identifying the "fundamental principles, the central concepts, and the major ideas" in the various areas of home economics. Preliminary work was begun in February, 1961. During 1962, 1963, and 1964, seven national workshops were held as a part of the national curriculum development project. Participants included teachers of home economics in secondary schools, state and city or area supervisors of home economics, home economics teacher educators, home economics administrators in colleges and universities, and specialists and consultants in the subject matter fields. The major purposes of the workshops were:

1. To evaluate a proposed outline of concepts which had already been developed and was furnished participants.
2. To identify additional concepts in the subject fields under consideration.
3. To develop statements of generalizations that are basic for home economics at the high school level: (a) that are authoritative, (b) that are significant for students at the high school level to understand, and (c) which can really be learned in home economics because students can deal with them in repeated situations and can make application to increasingly complex situations.<sup>3</sup>

Workshops were held in the areas of family relationships; home management and family economics; housing, interior design, furnishings, and equipment; foods and nutrition; textiles and clothing; and development of children and youth. From these workshops emerged outlines of the basic concepts of the fields under consideration and the related generalizations. These were refined by members of the Home Economics staff of the Office of Education with the advice and assistance of subject-matter specialists as well as workshop participants.

In June, 1964, a seventh national workshop on curriculum development was held at the University of Missouri. Members of the Home Economics staff of the Office of Education were present along with 31 others, most of whom had participated in one of the six earlier workshops. The purposes of this seventh session were to further develop and refine the outline of concepts and the generalizations developed in the other workshops and to suggest uses of these materials in curriculum development in home economics. At this time, the materials were organized into the following sections:

- .Human Development and the Family
- .Home Management and Family Economics
- .Food and Nutrition
- .Housing
- .Textiles and Clothing

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<sup>3</sup> Purposes taken from sheet on Information About the Curriculum Workshop, Department of Health, Education, and Welfare, Office of Education, Division of Vocational and Technical Education, Washington, D.C.

As work progressed in the project on developing guidelines for the secondary school curriculum in home economics, similar activity was taking place at the college and university level. Eventually, these parallel efforts should result in an improved articulation of high school and college or university level home economics.

In addition to the curriculum development projects described, a national workshop was held at the University of Nevada in the fall of 1964 with the purpose of identifying the major concepts and generalizations in the field of teacher education in home economics. Leadership was provided by Home Economics personnel of the Office of Education. Publication of the materials developed in this workshop by the American Home Economics Association has made the results available to all of those involved in the professional preparation of home economics teachers.

Already considerable use has been made of the statements of concepts and generalizations resulting from all of the projects described. There can be little doubt of the usefulness of these as resources to aid states and local groups in developing their own curriculum plans.

#### At the State Level

State A is representative of the many states actively engaged in major curriculum revisions in home economics. About four years ago, approximately forty selected teachers met for a three-week period on the campus of a state university. With the guidance of the state staff in home economics education and the services of three specialists in curriculum development in home economics as consultants, they developed a detailed "scope and sequence" outline for the home economics program at junior and senior high school levels. Later, certain aspects of this were developed in more detail: objectives, learning experiences to promote progress toward the objectives, related content, teaching aids, and means of evaluation.

Experimental programs in home management were carried out in several centers within the state. These resulted in curriculum changes in other home economics programs in the state as well as in the experimental centers.

About a year ago, state A added a specialist in employment education in home economics to the state supervisory staff. Developments in this aspect of home economics have been rapid. Additional help is now needed in program development and supervision of the home economics employment education program in the state.

Now, the state supervisor of home economics education and her staff of five other supervisors, working with teacher-leaders in the state, have recognized a need for major curriculum revision at the state level. Certain developments within the state have emphasized this need. For one thing, a course in home economics, formerly required at the freshman level,

may now be taken in the seventh or eighth grade. This puts a somewhat different light on the junior high school home economics program. For another, the state staff members recognize the need for increased emphasis on relationships and management if the program is to serve effectively in terms of the real problems and needs of today's families. In addition, pressures continue for increased emphasis on the employment education aspect of the program. These are being exerted by students and their parents and by school administrators.

This state has decided that a full-scale curriculum development effort must be undertaken in the summer of 1966. They hope to bring in selected teachers to participate in this effort. They plan to utilize the services of a curriculum coordinator, curriculum consultants, and subject matter specialists in developing a state guide which will include a major revision of the "scope and sequence" charts developed in the earlier workshop, objectives, learning experiences, content in the form of generalizations, teaching aids, and methods of evaluation.

Whereas this state will be undertaking a large curriculum development project, it is apparent that they can utilize some of what has already been done in the curriculum development work at the state level as well as the resource materials resulting from the national curriculum development projects. The skills developed by many of the teachers and supervisors in respect to developing curriculum materials also will prove important resources.

#### At Local Levels--By Groups

City B is located in the northern part of a midwestern state. There is one high school with about 1500 students and four junior high schools in the city. There are eleven home economics teachers in the school system. They have carried on an active program of curriculum development with meetings after school and on Saturdays--and without additional monetary reimbursement. For many years, the home economics teachers of City B have accepted work on curriculum development projects as a part of what is expected of them as professional persons. Publication of a new city home economics curriculum guide came in the summer of 1964. This was the result of three years' work on identification of the major concepts and principles to be included in the content of each area of home economics at each level in the city program where it is taught.

Prior to embarking on this major task, the teachers, working with a curriculum consultant from a neighboring university, considered such questions as:

- .What are the bases for curriculum decisions in home economics?
- .What is happening in society that has implications for the home economics curriculum?

- .What is happening to families?
- .What are the special conditions and needs of the local community that should be considered?
- .What is the student population of home economics classes in this city?
- .What ability levels are represented?
- .What are the needs of students at the different levels?
- .How do the students in Junior High School X differ from those in Junior High School Y?
- .What kind of person are we trying to develop in our home economics program?
- .What are the offerings of other educational programs in the schools that are related to the objectives of the home economics program?

The approach was one of looking at many questions that have relevance for the development of curriculum materials in home economics, seeking answers to these and utilizing the findings in ascertaining what concepts and principles should be included in the program content. Did this complete the task for this city?

The answer is a resounding "No." There can be no end to the task of curriculum development. Publication of the curriculum guide in 1964 gave the teachers and administrators great satisfaction, but the duplication of the guide had not been undertaken before new needs revitalized the teacher-group and another project was under way--that of developing materials needed for the emerging employment education programs in the city!

#### At Local Levels--By Individuals

Mrs. C. is only one of the many home economics teachers who attended summer school classes in 1965. Mrs. C. had been teaching family living to junior and senior boys and girls for a number of years. She wished to learn more about content and methodology in the area of family relationships. Therefore, she enrolled in a workshop on the teaching of family relationships. Her special project was a detailed plan for her family living course for the first semester.

She started with a content outline, making revisions in her old outline in view of the new knowledge about families gained in the workshop. She then stated behavioral objectives, which she classified with the aid of the taxonomies of educational objectives, cognitive and affective domains, developed by Bloom, Krathwohl, and others.<sup>4</sup> This step required

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<sup>4</sup>  
Taxonomy of Educational Objectives, Handbook I: Cognitive Domain, by a Committee of College and University Examiners, Benjamin Bloom Editor, David McKay Company, Inc., New York, 1956, and Taxonomy of Educational Objectives, Handbook II: Affective Domain, by David Krathwohl, Benjamin Bloom, and Bertram B. Masia, David McKay Company, Inc., New York, 1964.

analysis of the behavioral aspects of the objectives and served to guide her in selecting learning experiences and content appropriate to the objective.

Mrs. C. developed content statements in the form of generalizations. She included a vocabulary list for each major section of her plan. Learning experiences were developed in considerable detail in terms of the objectives and in relation to the content to be developed. She also listed teaching aids of various types and means of evaluation to be employed.

Mrs. C. was primarily interested in developing a teaching guide for her individual use in her own classes. However, others who saw her plan thought it so useful that it was finally decided that it should be duplicated for all of the home economics teachers in her city.

Mrs. D. is another teacher who came to summer school with a special curriculum problem in mind: how to get an employment education program started in her small town high school where she is the only home economics teacher. As a member of a workshop in employment education in home economics, she developed a two-year plan, the first phase of which requires a study of the employment situation in her community and a nearby city where many of her students obtain employment. She will also survey student interests and needs during the first phase. In addition, she will confer with other vocational education teachers in her school to determine the possibilities of developing a cooperative work experience-study program. Conferences with administrators, parents, and students will also be held as she develops her plans.

In a familiar area of study, Mrs. C. could proceed more rapidly with her curriculum plans. Her familiarity with her students and the teaching situation also gave her security as she planned. Less experienced Mrs. D., interested in planning for a program new both to her and to the field of home economics, could proceed only with caution. During the year that she is studying her local situation as one basis for decisions about the employment education program, interpreting the program to others, and gaining their interest and cooperation, she will be developing her teaching plans and gaining confidence in her own ability to undertake development of a new program that she feels is vitally needed in her school and community.

Clearly, the development of the home economics curriculum is not a task to be carried on at only one level. There are special problems of concern at national, at state, and at local levels. Curriculum development is the job of all home economics educators at all levels. It is a never-ending task. It is never ending because there is continuously developing knowledge about teaching and learning, as well as an expanding knowledge in the subject-matter areas; and because the bases on which curriculum decisions are made, such as family life, roles of family members, and the employment situation, are constantly changing.

### Procedures in Curriculum Development--Overview

Whether curriculum plans are developed at national, state, or local levels, and whether they are for a course, a semester, a unit of study, or a day, there are five major aspects. These are:

- .Objectives--or, if you prefer, goals, aims, purposes, outcomes
- .Content--what is to be taught, the subject matter--stated in the form of facts, principles, generalizations or "levels of generalizations," depending on how you were taught and prefer thinking of them
- .Learning experiences--the activities and procedures employed to help students progress toward the objectives
- .Teaching aids and facilities--the tools used to aid students in progressing toward the objectives
- .Means of evaluation--methods employed to help ascertain student progress toward objectives and the effectiveness of the teaching

These five aspects of curriculum planning are closely interrelated. Experienced curriculum planners are likely to find it impossible to think of one without taking into account the others. As in the national curriculum project in home economics, concentration in planning may be on one aspect only. However, awareness of the other aspects is essential for the development of the most useful plans.

### Determining Where to Begin

In developing curriculum plans, one might begin with any one of the five aspects. There is no one "right way." Nevertheless, many have found the following general outline of steps helpful regardless of the starting point:

1. Consider the bases on which curriculum decisions in home economics rest in terms of their implications for objectives, content, learning experiences, teaching aids, and evaluation:
  - .Beliefs about home economics, education, and life in general
  - .Socio-economic conditions; the impact of these on families, roles of men and women, and the employment situation in home economics related occupations.

.Legislation affecting education, families, employment, which might be considered an aspect of the foregoing consideration but has been of special significance in respect to recent developments in the field.

.Needs of students--general characteristics of students at different levels, individual differences, and developmental tasks

.Local situation--conditions and needs, personnel, facilities

.The content and organization of the subject field

.Developments in education--knowledge about teaching and learning, issues in education in general and in the subject fields

2. Outline the major areas of content considering both scope (what is to be included) and sequence (the order in which it is to be included in the program). Issue 6 of the current volume of the Illinois Teacher will include a list of questions that may be helpful to curriculum makers considering the problem of "scope and sequence" in the program.

3. State behavioral objectives, considering those in all three domains: cognitive, affective, psychomotor. Perhaps beyond these three and encompassing all of them, there is a domain which might be labeled "action pattern domain."

At this point, classifying the objectives with the use of the taxonomies of educational objectives previously mentioned provides for greater discrimination in selecting content and learning experiences.

4. Determine content. That is, decide what students will need to learn in order to progress toward the objectives.
5. Determine learning experiences that will contribute toward student progress toward objectives.
6. Ascertain what teaching aids, including reading materials and facilities, are needed to help students progress toward objectives.
7. Determine what behaviors will provide evidence of student progress toward objectives and in what situations these behaviors may be exhibited. Develop or select means of measuring progress.
8. Try the curriculum plans in situations for which they were developed and make needed revisions in light of these trials.

The idea of change is inherent in curriculum development. Effecting change in the home economics curriculum implies the involvement of all of those who are in any way affected by the curriculum plans.

### Those Who are Involved in Curriculum Change

Obviously, those who are affected by the home economics curriculum will include teachers, supervisors, students, administrators, and parents. Also involved in the curriculum decisions will be the specialists in education and in the subject matter areas who are consulted as work progresses.

In most instances, teachers and supervisors will carry a major part of the responsibility for development of curriculum plans. Consultants will be brought in when their special competences are required. Administrators should be kept informed as plans develop and consulted as to the feasibility of plans and how they fit into the over-all educational program. Understanding of students' felt needs and concerns as one basis for curriculum development may be increased through the involvement of students and their parents in consideration of program objectives, content, and learning experiences.

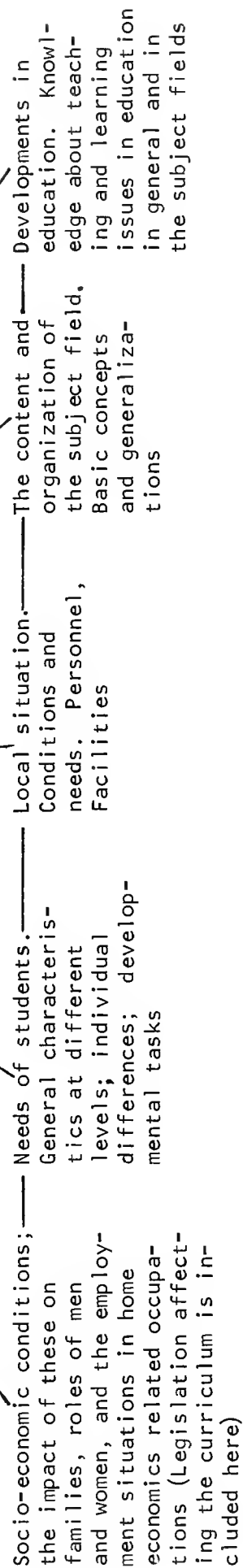
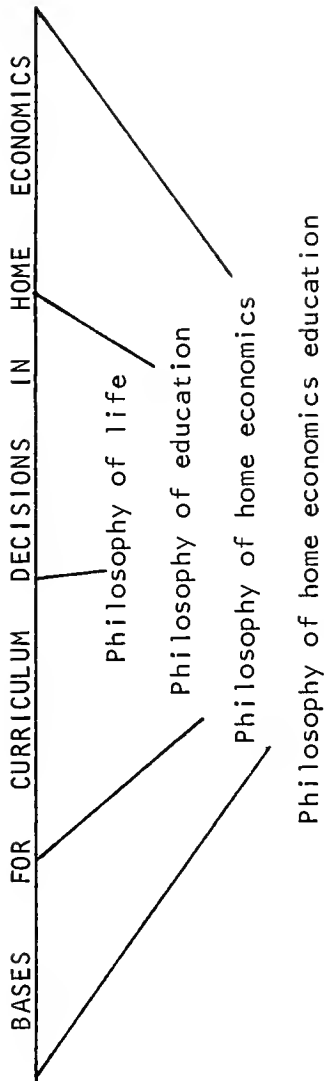
Qualitative and quantitative aspects of the curriculum change contemplated will be considered in ascertaining the extent to which those other than persons directly involved in developing curriculum plans will share. For example, greater involvement of others might be necessary in developing a new program, such as one geared to the development of occupational competencies, than merely changing the sequence in which certain principles of food preparation are taught in the foods unit of study.

As has been indicated, there are certain bases on which curriculum decisions in home economics are made. A brief overview of these is presented.

### Bases for Curriculum Decisions in Home Economics

The following diagram presents the major bases to be considered in developing the home economics curriculum and suggests the inter-relationships among these.





### Conditions and Needs of Society and of Families Within the Society

One basis for curriculum decisions in home economics is the conditions of society and of families within the society. Among the conditions with implications for present-day home economics programs are:

- .Expanding knowledge in all areas
- .Technological advances
- .Shifts in employment opportunities
- .Shorter work week except for those in managerial and professional positions
- .Longer life span
- .Developments in the mass media of communication
- .Emergence of new nations and new groups
- .Legislation affecting educational opportunities
- .Affluence and poverty in our society
- .The population explosion
- .Changing family functions
- .Lessened self-sufficiency of the family unit and concomitant dependency on outside agencies
- .New roles for individuals
- .Variety in family patterns
- .Establishment of families in larger numbers and at younger ages
- .Decrease in job opportunities for unskilled and for youth
- .Increase in employment of wives and mothers
- .Urbanization and suburbanization
- .Mobility of families and individuals

Each of these will be discussed in Issue 3 of the current volume of the Illinois Teacher. Implications for the home economics curriculum will be suggested.

### Needs of Students

State and city home economics curriculum guides, research activity in the field, and articles in the periodicals of the field give powerful evidence of the concern that home economics education has had for the needs and interests of the student as a basis for curriculum decisions. During the 40's and early 50's this concern was particularly evident--and, it should be pointed out, was shared by other content areas.

Awareness of student needs and interests as a basis for curriculum decisions in home economics remains, but today there is equal regard for socio-economic conditions and the content structure of the field. All of the bases for curriculum decisions mentioned are closely interrelated; it is impossible to consider one without considering all of them, at least to some extent. Differences of opinion arise in respect to the relative

importance to be placed on one or another.

Issue 4 of the Illinois Teacher, 1965-66, will be concerned with needs of students as a basis for curriculum choices. Consideration will be given to needs that are common to all, special problems and needs of individuals, and ways of discovering these.

### Local Situation

In discussing factors to be considered in defining the curriculum, Ralph Tyler stated:

We also need to look carefully at the particular situation of children and youth at the school that concerns us, because there are not only differences within any school but also communities differ in respect to the backgrounds of children, what they have learned previously, what kinds of attitudes they have towards learning. The difference between the conditions of a school in the slum area of one of our large cities and the school in the wealthy suburban community is almost as great as any difference you could find between one country and another country.<sup>5</sup>

Such questions as the following may serve to guide the curriculum maker in studying the local situation as one basis for curriculum decisions:

#### .Questions about the community

- What are the leading businesses and industries?
- What are the opportunities for youth and adults in home economics related occupations?
- What can one expect to earn in various occupations in this community?
- What happens to the young people of the community? Do they tend to stay or move away?
- What is the community attitude toward the school? toward education?
- What media of communication are available? newspapers? radio and television stations? magazines on the newsstands?
- What are the library facilities?
- What are the community organizations for youth and adults? To what extent are their purposes related to those of the home economics program?
- What community service agencies are available, as: family service agency, mental health clinic?
- What religious groups are represented? What churches are there?

What nationality groups are represented?  
 What are the shopping facilities available in the local community?  
 in neighboring communities?  
 What are the means of transportation available?  
 What services does the community provide, such as care of parks,  
 garbage collection, etc.?  
 What are the recreational facilities?  
 Who are the community leaders? the status leaders? the opinion  
 makers?  
 What are the local customs and traditions?  
 What forces are influencing changes in this community or school  
 district?

#### .Questions about the school

Does the school have a statement of its purposes? What are these?  
 What are the school offerings? class and nonclass?  
 What is the size of the school?  
 What is the administrative structure?  
 What special services are provided? for students of varying levels  
 of ability? for those handicapped in various ways?  
 What counseling and guidance services are provided for students?  
 What library facilities are available?  
 What services are provided in respect to teaching aids?  
 What secretarial help is provided teachers?  
 What are the school regulations concerning such matters as  
 examinations, absences, teachers' class records and lesson plans?  
 What classroom and laboratory space and equipment are provided for  
 the teaching of home economics?  
 What provisions are made for articulation of the junior and senior  
 high schools?  
 What textbooks and other teaching materials are available?

#### The Content and Organization of the Subject Field

Home economics as a field of study draws its content from most, or perhaps all, of the disciplines. Selections are made in light of the problems or areas associated with the management of the home, the conduct of family life, and performance in the home economics related occupations. Structuring the content of the field, as has been done, for example, in the national curriculum development project in home economics, results in a resource of value in making decisions about the home economics curriculum for a given situation.

Issue 5 of the current volume of the Illinois Teacher will contain a detailed discussion of the structure of home economics as a basis for curriculum choice.

## Developments in Education

The expanding knowledge about teaching and learning provides one basis for curriculum decisions, particularly in respect to the planning of learning experiences and means of evaluation, the use of teaching aids, and the organization and utilization of subject matter. For example, one might mention the work of Taba on "teaching strategies,"<sup>6</sup> Smith's "logical operations" in teaching,<sup>7</sup> Suchman's methods of "inquiry training,"<sup>8</sup> and the "programed instruction" work by Markle, Eigen, and Komoski,<sup>9</sup> among others. These are merely examples of recent developments that offer stimulation and guidance to the curriculum maker.

Consideration of the issues in education and in the subject fields and the positions adopted in respect to them also provide bases for curriculum decisions. For example, a basic issue in home economics education is: What is the relationship between the homemaking and employment education aspects of the home economics program? How one perceives this relationship certainly will influence his thinking about a number of aspects of curriculum development.

## Philosophical Bases

In his introductory chapter in Building a Philosophy of Education, Broudy states that:

...we have to see how each educational problem shapes up on the emotional, factual, and scientific level of discussion. It is only when these levels yield no clear-cut solution that we have to take up the problem at the philosophical level.<sup>10</sup>

He further states that:

As we seek the answers, it will become clear that we have to resort to views about reality, about knowledge, about goodness, and about beauty, and what views we have about these may determine our choice in...practical issues.<sup>11</sup>

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<sup>6</sup>Taba, Hilda, Director, Samuel Levine, and Freeman Elzey, Thinking in Elementary School Children, (Co-op Res. Project #1574) San Francisco State College.

<sup>7</sup>Smith, B. Othanel, Logical Aspects of Teaching, University of Illinois.

<sup>8</sup>Suchman, J. Richard, The Elementary School Training Program in Scientific Inquiry (USOE Title VII Project #216), University of Illinois, Jan., 1964.

<sup>9</sup>Markle, Susan Meyer, Lewis D. Eigen, and P. Kenneth Komoski, A Programmed Primer on Programming, Vols. I and II, New York, The Center for Programed Instruction, 1961.

<sup>10</sup>Broudy, Harry S., Building a Philosophy of Education, Second Edition, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1961, p. 19.

<sup>11</sup>Ibid., p. 19.

What we believe and value in respect to life, education, home economics with its various aspects, and home economics education will influence our curriculum decisions in the field. Supportive of our views regarding these beliefs are our views concerning the nature of man, of society, of experience, and of learning.

Major curriculum decisions have to be made with respect to how we deal with questions concerning the relationship of socio-economic conditions, needs of students, the local situation, the content of the field, and developments in education to objectives, content, learning experiences, teaching aids, and evaluation. And the decisions are largely a function of beliefs and values in the areas delineated in the foregoing brief discussion.

### Trends in Home Economics Education

The following section is devoted to a discussion of some major trends in home economics education. The first three developments are largely responsible for the great concern about curriculum revision in the field.

#### New Vocational Purposes of Home Economics Education and the Emerging Emphasis on Employment Education

The traditional purpose of home economics education has been to prepare students for the vocation of homemaking through the development of those understandings, abilities, and attitudes which contribute toward effectiveness in the homemaking role. With the passage of the Vocational Education Act of 1963, impetus was given to the development of home economics programs to prepare students for wage earning. Perhaps the challenge of this new vocational purpose has done more to stimulate curriculum innovation in the field than any other happening of the last decade.

It seems certain that rapid developments in the employment education aspect of home economics education will continue in the foreseeable future. Apart from the availability of funds, support for such developments is provided by such conditions as the following:

- .A large number of women are employed outside the home and it seems likely that this situation will continue.
- .There is a sharply dropping proportion of jobs that may be done by unskilled workers. Home economics has potential for contributing to preparation for occupations.

- .A high proportion of young people drop out of school and there is strong evidence that they are much more likely to stay in school when the school offers a program to prepare them for employment.
- .There has been an increase in service occupations, both in private households and outside the home, and many of these service occupations have a relationship to home economics.
- .Of the nearly 12 million boys and girls in high school today, only 1.8 million are receiving any kind of vocational education. Yet, out of every ten fifth graders today, only six will finish high school and only two will go on through college.<sup>12</sup>

Developments in employment education in home economics are taking place at secondary, post-high school, and adult levels. These developments are characterized by great variety in respect to approach, organization, student vocational goals, program content, involvement of local employers in providing on-the-job experiences for students, use of advisory groups, and facilities for in-school as well as out-of-school experiences. In some situations all employment education in home economics is postponed until the junior or senior year; in some, students may begin as early as the ninth or tenth grade. In some situations, home economics maintains an employment education program which is distinct from the occupational programs of the other areas of vocational education. However, in an increasing number of situations, both at state and local levels, the developing programs for employment education are cooperative ones, with two or more areas of vocational education involved. Guidance personnel are also involved in many of the programs.

In pointing up the need for greater efforts in the employment education aspect of home economics, the bulletin, Pilot Training Programs in Home Economics, concluded in this way:

...more can be done--by home economics in the vocational program to bring into focus the relationship between educational programs in our high schools<sup>13</sup> and the economic realities of today and tomorrow!

Although the challenge appears formidable, the responsibility of solution must be assumed and action taken to satisfy the urgent needs.

The home economists are well aware of their responsibility to provide training for wage earning, as well as for homemaking.

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<sup>12</sup>Pilot Training Programs in Home Economics, American Vocational Association, Washington, D.C., p. 6.

<sup>13</sup>One might add "and post-high school and adult programs."

The forecast is clear--the door is open--let us measure up to the task.<sup>14</sup>

#### Increased Emphasis on Relationships and Management in the Homemaking Aspect of the Program

The purpose of preparing for homemaking and family life will remain a major one in the field of home economics. Need for continued and expanded education in this important area may be seen in conditions such as:

- .The complex and demanding roles of family members today  
In particular, the dual role of homemaker-  
employed person assumed by many women
- .The high divorce rate
- .The establishment of families in large numbers and at younger ages
- .Increased mobility of individuals and families
- .The high rate of juvenile delinquency and mental illness
- .The lengthening life span

These and other trends and problems in family life stress the need for increased emphasis on relationships, including child development and guidance, and management in the home economics program. And, indeed, increased emphasis is being given these important areas of study. But, even greater efforts are needed, along with the concomitant lessening of emphasis on the skills of cooking and sewing, if the program is to serve most effectively the needs of today's individuals and families.

#### Increased Concern for Contributions of Home Economics to Education of Culturally and Economically Disadvantaged

Concern for ways in which home economics can serve better the needs of the culturally and economically disadvantaged has been shown through such activities as the national AHEA-sponsored workshop on Working with Low-Income Families and the state and regional follow-up workshops. Several recent articles in the periodicals of the field have also concentrated on the problems of providing the kind of basic education for family life and for employability needed by the disadvantaged. In her article, "Families of America--Variations on a Theme," Bernice Milburn Moore discussed the culture of poverty and the related responsibilities of home economics. She stated:

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<sup>14</sup>

Pilot Training Programs in Home Economics, op. cit., p. 15.



The President's Task Force on Job Opportunities for Women has planned to attack the general problem of lack of even basic education among these young girls and women through preparation for marriage, child rearing, and homemaking. As one of the leaders described this approach to a major problem of cultural deprivation, fundamental communication skills will come from 'kitchen reading and clothing computation.' Their aim in schools, or in new centers for education of those youth from the culture of poverty, will be to prepare young women, and hopefully young men, for a new style of life, a different pattern of home living, a renewed entrance into a culture of promise for the children and their children's children. Again, here are imperative needs for opportunities for learning to live and learning to earn.<sup>15</sup>

The challenges to home economics education are quite clear. The field must do a more effective job of meeting the needs of students who are culturally and economically disadvantaged. Promise is seen in some of the recent activities of the field, such as those mentioned. And it should be obvious that the employment education program in home economics may be one of the vital means of meeting the needs of this group.

#### Increasing Interest in Home Economics for Academically Talented

There has always been concern for attracting able students to home economics offerings. Much of the concern has centered about failure to reach many academically talented students with education for home and family living and with pre-professional preparation for careers in home economics.

New ways of meeting the needs of more able students are just emerging. Some are seeing the opportunity in an expanded and flexible employment education program to provide a kind of 'pre-professional internship' in home economics occupations of a managerial and professional nature. Needed are curriculum offerings with sufficient depth to challenge the more able; teachers especially prepared to work with these students; and facilities, such as study carrels and ability-development carrels to provide a setting for the pursuit of individual studies.

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<sup>15</sup> Moore, Bernice Milburn, "Families of America-Variations on a Theme," The Bulletin of the National Association of Secondary School Principals, Vol. 48, Number 296, December, 1964, p. 13.

### Summary and Conclusions

The need for major curriculum revision in home economics at secondary, post-high school, and adult levels--indeed, for a redefinition of the field and perhaps a new and more descriptive name--is emphasized by such factors as:

- .acceptance of new vocational purposes and the emerging employment education programs
- .the impact of socio-economic conditions on individuals and homes and families as well as on the employment situation in home economics related occupations
- .increased concern and feeling of responsibility for meeting the needs of special groups, as the disadvantaged, the academically talented.

Curriculum revisions are taking place at national, state, and local levels. Some of the curriculum guides that have been published in the past few years give evidence of a remarkable maturing of the field. Such resources as the following have been utilized in the processes of curriculum change: the material on content of the field developed in the national home economics curriculum projects; new knowledge concerning the teaching-learning process and materials of instruction; and the guides for classification of educational objectives developed by Bloom, Krathwohl and others.

Curriculum development is a continuous process. Efforts in this area can never end. But, perhaps present needs are such that special attention and effort must be given to the task! Even more effective utilization must be made of the tools that are available to aid in this work.

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## PILOT PROGRAM IN HOUSEKEEPING TECHNOLOGY

at Sikeston High School  
Sikeston, Missouri

Information provided by  
Jo Anne Booher  
Home Economics Supervisor  
State Department of Education  
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The Vocational Education Act of 1963 has caused administrators, teachers and communities to take a new look at their curriculum and the needs of youth. The importance of preparing youth for homemaking has not been lessened as a result of this, but emphasis has been placed on the dual role of homemaker-wage earner. This dual emphasis in home economics has worried many teachers but it has also given others the opportunity to be creative, to experiment, and to help pioneer the way for occupational home economics.

Mrs. Wilma April, home economics instructor at Sikeston High School, was ambitious in her efforts to start a wage-earning course in home economics in 1964-1965, entitled "Housekeeping Technology." She has had enthusiastic support and backing of the guidance department, administration, and community. Mrs. Helen Reuber, guidance counselor, helped initiate this program by discussing it at an assembly and stimulated interest in the area. Names were taken at the assembly of those interested and these students and their parents were later counseled individually.

The guidance counselor worked with women's clubs and homemakers in Sikeston to develop an understanding of the program and to obtain homes that could be used for students to get on-the-job work experience. Students were not paid for on-the-job work experience but pay rates were discussed with the women's groups. If the women in the community wished to employ the girls after school hours, the following rates were considered fair: (1) 60¢ per hour while still training, (2) \$1 per hour minimum after completion of the course. No certificate was given on completion of the course, but students were told they could refer to the school and a recommendation would be given.

One period daily for the entire school year of 1964-1965 was scheduled for training the girls in Housekeeping Technology. The first twelve weeks, four periods weekly were used for class instruction and evaluation and after that all instruction and work experience was done at school. During

the Thursday class period of each of the first twelve weeks, the girls went into local homes (pairs of girls in a different home each time) and did various jobs related to the unit of study in class. The homemaker (employer) cooperating in this pilot program drove to school each Thursday and picked up her pair of girls (employees) and delivered them back to school at the end of the period.

In 1964-1965, the girls enrolled in Housekeeping Technology did not have the same background of home economics training. The course was open to any senior girl.

The First National Bank at Sikeston cooperated with the pilot program in Housekeeping Technology by buying blue and white striped denim and having wrap-around uniforms made for each of the 21 girls enrolled in the course. The girls were proud of their uniforms and it seemed to give prestige to the group. The girls were given their uniforms at the conclusion of the course.

An objective-type outline was used in setting up the course and is given at the end of this article. The evaluation device used by the adult homemaker in rating the work of each pair of girls is also given at the end of this article. This marked evaluation device was put in a sealed envelope and returned by each pair of girls to the home economics department after each of their on-the-job work experiences.

While the Housekeeping Technology course was being offered in 1964-1965 the Guidance Counselor asked for written evaluations from time to time from the students. At the conclusion of the 1964-1965 year, Mrs. April asked the students to use an evaluation device, given at the end of this article, to determine effectiveness of the course.

Several of the first enrollees in the Housekeeping Technology course are presented employed in either part-time or full-time work. One student plans to earn her way through college with this type of part-time employment.

The pilot program in Housekeeping Technology was successful at Sikeston and is being offered again in 1965-1966 with 14 students pre-enrolled. Much has been learned from a year's experience and Mrs. April and the Sikeston High School have been most cooperative in sharing this information.

Now that Mrs. April has had experience in offering an occupational home economics course, she feels the following guidelines will be helpful for Housekeeping Technology and hopes to incorporate these in her program another year:

1. Only senior students with one or more years of home economics are qualified to enroll.
2. Student orientation is most successful when done with the counselor and teacher.
  - a. A booklet or guide explaining the course of study should be given to each prospective student.
  - b. An activity schedule should be reviewed to clearly explain the course content.
  - c. Student goals should be discussed.
3. Student screening is necessary for proper placement. The goals and abilities of the students will determine the occupation for which they are best qualified.
4. Homemaker (employer) orientation may be accomplished through counselor and teacher explanations at a tea or meeting.
  - a. The homemaker (employer) must attend this meeting to qualify for participation in the program.
  - b. The course outline booklet will be given to each homemaker (employer) indicating the dates of each field experience which will follow class study.
  - c. The homemaker (employer) will understand the supervision and observation necessary when a student is working.
  - d. The prepared evaluation will be discussed for valid ratings.
  - e. Through this discussion, compatibility of the homemakers and students will be determined.
5. Classroom activities will be carried out mainly in the clothing and foods laboratory, but the complete school plant will be used when needed, and individual homes will be used for on-the-job experiences.
  - a. Students will work in pairs referred to as teams.
  - b. The class will be scheduled the last 2 class periods of the day for an entire school year.
  - c. Homemakers will transport teams and possibly employ them after school for approximately 60¢ per hour until completion of the class.

- d. A blue and white striped denim cover-all uniform is very acceptable.
- e. An emblem applied to the apron or uniform may be used.
- 6. Field laboratory which will be 2 hours once weekly will be satisfactory. The teams will be rotated among only 2 or 3 women to create a greater understanding between employer and employee.
- 7. Evaluation procedures used:
  - a. A prepared evaluation form will be completed after each experience in the home.
  - b. Sealed evaluations may be returned by the student or mailed to the school to eliminate the curiosity element.

STUDENTS IN THE SIKESTON, MISSOURI  
HOUSEKEEPING TECHNOLOGY CLASS  
IN PREPARATION FOR WAGE EARNING

Teamwork is demonstrated by Joan Stephenson and Carol Wiss in proper techniques for window cleaning.



STUDENTS IN THE SIKESTON, MISSOURI  
HOUSEKEEPING TECHNOLOGY CLASS  
IN PREPARATION FOR WAGE EARNING



Wanda Evans and Delcenio Jackson putting into practice what they have learned about oil treatment in the care of cabinets.

The First National Bank of Sikeston supplied this type of uniform for each of the 21 girls enrolled in the Housekeeping Technology class. Jetti Poyner applies proper ironing techniques on her blue and white striped denim uniform.





Objective Outline for  
HOUSEKEEPING TECHNOLOGY

Sikeston High School  
Sikeston, Missouri

1. To understand my personal characteristics.
2. To learn to work and cooperate with other young adults and homemakers.
3. To use the telephone and meet people correctly.
4. To understand my responsibilities as an assistant to the homemaker.
5. To value the reasons why I, as an employee, will make a contribution to the life of a family.
6. To become trained for job success.
7. To discuss my work agreements with my employer.
8. To understand the benefits of Social Security and report my earnings.
9. To learn the principles and sequence of the most efficient basic cleaning techniques.
  - A. Windows
  - B. Dusting
  - C. Woodwork
  - D. Furniture
  - E. Vacuuming
  - F. Floorings
  - G. Kitchen cleaning
  - H. Refrigerator care
  - I. Range care
  - J. Cleaning metals
10. To prepare a bed for comfort and ease of making.
11. To efficiently repair clothing and fabric furnishings for durability.
12. To learn correct laundry techniques.
  - A. Washing
  - B. Drying
  - C. Hanging
  - D. Folding
  - E. Pressing
  - F. Ironing
13. To set the tables attractively.
14. To evaluate mealtime manners.
15. To learn the use of kitchen equipment.
16. To learn to work and cooperate with others.
17. To manage own meals.

## Objective Outline (continued)

18. To practice safety in the kitchen.

19. To learn how to:

- A. Select a recipe
- B. Select ingredients
- C. Select equipment
- D. Follow recipes
- E. Measure accurately

20. To plan nutritious weekly menus.

21. To be a wise consumer.

22. To learn how to plan, prepare, and serve:

A. Breakfast

- (1) Milk and milk products
- (2) Eggs
- (3) Cereal
- (4) Fruit
- (5) Beverages

B. Brunch

- (1) Bread products

C. Lunch

- (1) Vegetables
- (2) Salads
- (3) Soups
- (4) Sandwiches

D. Supper

- (1) Poultry and fish
- (2) Meats
- (3) Desserts--cookies, cakes, frostings, candies
- (4) Desserts--fruits, custards, puddings, gelatin, frozen desserts and pies

23. To repair household equipment (simple repairs as plugs, cords, etc.).

24. To prevent home accidents.

25. To assist with home care of the sick.

26. To handle household emergencies.

27. To care for children and adults during the absence of the homemaker.

## HOUSEKEEPING TECHNOLOGY EVALUATION

Sikeston High School  
Sikeston, Missouri

Team Members:

Team Number \_\_\_\_\_

A. (girl's name)

Homemaker \_\_\_\_\_

B. (girl's name)

Evaluate the team members A and B with a ✓ according to the following key:

U--Unsatisfactory

S--Satisfactory

V.S.--Very satisfactory

E--Excellent

	U		S		V.S.		E	
	A	B	A	B	A	B	A	B
I. Thoroughness _____								
Proper cleaning supplies were used _____								
Efficient methods were used (neatness) _____								
Cleaned up after completion of experience _____								
II. Courtesy _____								
III. Acceptance of supervision of homemaker _____								
IV. Cooperative attitude toward homemaker _____								
V. Cooperative attitude toward team partner _____								
VI. Cheerfulness _____								
VII. Good grooming (hair net, deodorant, clean finger-nails and clothing) _____								
VIII. Acceptable behavior on the job _____								

Comments:

# LEARNING EXPERIENCE EVALUATION OF OUR HOUSEKEEPING TECHNOLOGY CLASS

Sikeston, Missouri

Check the appropriate squares

Our Learning Experiences	I enjoyed this experience	I learned very much from this experience	I needed to have this experience	I will use this experience as a homemaker or in another vocation
1. Learning to work and cooperate with other young adults				
2. Learning to work and cooperate with an adult homemaker				
3. Understanding my personal characteristics				
4. Telephone etiquette				
5. Meeting people outside the home				
6. Cleaning windows				
7. Caring for floor coverings				
8. Kitchen cleaning				
9. Caring for woodwork and furniture				
10. Refrigerator care				
11. Range care				
12. Cleaning the bathroom				
13. Vacuuming skills and dusting				
14. Bedmaking				
15. The care of metals (silver, copper, brass, aluminum, stainless steel)				
16. Laundry methods:				
17. Washing				
18. Drying				
19. Ironing and pressing				
20. Clothing repairs				
21. Food preparation and service				
22. Simple household repairs				

22. Preventing home accidents				
23. Assisting with home care of the sick				
24. Handling emergencies				
25. Caring for children and adults during the home-maker's absence				

26. Describe the skills (other than the preceding ones) that you have and will be interested in using to obtain part-time or full-time employment.
27. My future plans and how I will use these Housekeeping Technology experiences are

## REVIEW OF RECENT RESEARCH ON METHODS OF TEACHING

By

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The teacher education curriculum in many colleges and universities traditionally includes courses in methods. This investigation was undertaken to find out what research has pointed up in recent years concerning methods. These findings could be used as a basis for the revision of such college courses.

Just what is meant by method: Instruction? Teaching? Dewey<sup>(1)</sup> said that method means an arrangement of subject matter which makes it most effective in use. Also, method is concerned with facilitating the movement through what is to be learned as expeditiously as possible. Smith and Ennis<sup>(2)</sup> define teaching as a system of actions intended to induce learning. B. Othanel Smith<sup>(3)</sup> states: to instruct is to tell or to show students how to do something, what the case is, or what is desirable or good to do, and so on, and to engage them in conversation. For Smith teaching is a broader term than instruction; teaching includes not only instruction but all of the other things a teacher does in the classroom.

Some current conceptions of instruction are:

1. Instruction consists in providing stimuli to evoke specific responses and reinforcing responses by proper reaction to them; the program of instruction is then made up of a sequence of stimuli punctuated by responses and reinforcements.
2. Instruction is a process of interaction: the teacher does something to the students, the students do something in return. As a result of these reciprocal actions, the student learns.
3. Instruction is both interactive and stimulus-response, plus common-sense observations, and includes such categories as: teacher response to students, pupil behavior and teacher activities.

Smith<sup>(3)</sup> describes instruction as a form of influence behavior. The teacher not only influences behavior but is also influenced by student behavior. Instructional behavior may then be said to consist of observing, diagnosing, acting. Instructional behavior deals with subject matter as

well as with students.

In further analyzing influence behavior, Smith (3) lists its components. The teacher asks questions, listens and appraises answers; listens to students questions; reprimands, approves, or reacts neutrally to students. He tells them how to do something or shows how it is done. He listens to students tell how to do something or observes their efforts to do it. The operations of the teacher are the means by which he arranges or maneuvers the subject matter of instruction. They are geared to such outcomes as definitions, explanations, evaluations, and classifications. The teacher's strategies are directed to the control, not of the subject matter of instruction, but of the total situation in such a way that the behavior of the student is directed to a particular end which is more or less clearly visualized by the teacher.

Wright and Proctor (4) classified the content of what mathematics teachers say to their pupils as promoting (a) ability to think, (b) appreciation of mathematics, and (c) curiosity and initiative. This calls attention to the fact that what the teacher says to the pupil goes beyond the exposition of subject matter. Interaction of the teacher and pupils includes methods, content-related matters, and development of understandings.

Fattu (5) states that the teaching process, being exceedingly intricate, is hedged in with all sorts of pressures: local and regional, social and political, financial and professional, to name but a few. Lindley J. Stiles (6) lists factors influencing instruction: (a) societal structure in which the instruction exists, (b) the particular goals of education being served, (c) theories of learning held by those who teach, and (d) the maturity level of the students.

Not only is the teaching process complex because of the many pressures influencing it but because no one theory has yet been found that satisfactorily explains the learning process. Stiles (6) states that the particular theory or theories held by the teacher may influence the choice of method and the effectiveness of given instructional procedures under specific circumstances.

Wallen and Travers (7) explain the origins of teaching patterns. The most widely used methods are based either on philosophical tradition or on the teacher's personal needs. Philosophies which have influenced teaching are the Rogerian theory which suggests that teachers foster mental health and provide some degree of therapy, and the Rousseau concept that development will proceed harmoniously of its own accord if the child is provided with a suitable environment. The teacher may use the lecture method because he needs to be self-assertive, authoritarian methods because this is the way to control students, etc. Other teaching patterns are derived from teaching tradition, from social learnings in the teacher's

background, from conditions existing in the school and community, and from scientific research in learning.

Little effort has been made to design methods in terms of established principles of learning. Methods have arisen outside of a scientific context. Research on methods of teaching lack sophistication. Studies comparing the effectiveness of two methods are generally studies comparing two largely unknown conditions.

Wallen and Travers (7) state that the era of research involving the comparison of one teaching method to another seems to be coming to a close. Few studies have been undertaken during the last decade. They suggest that workers must surely go back, take stock of their position, and realize that the starting place must be the systematic design of teaching methods. They advise that an attempt should be made to design a teaching method which makes use of a wide range of learning principles. Only then may there be some hope of finding a teaching method that is superior to others not systematically designed.

Even with such a systematically designed teaching method and the best intentions on the part of school personnel, ordinary school and class conditions are not highly suitable for experimentation. Task and method variables ought to be tested under controlled conditions.

Getzels (8) tells us that new methods and materials are like those that they are supposed to supersede in that they are based more on exhortation and testimonial than on empirical demonstration.

Certain teachers regularly and predictably produce in children learning phenomena along indicated lines--what exactly is it that these teachers do that makes the difference? Can this be communicated to others? Can creative thinking and problem solving be taught systematically in the classroom?

The professional teacher will help students plan their work and their lives more effectively, see that they engage in thoughtful, creative interaction as contrasted with the rote learning of imitative reaction. The teacher will become a diagnostician and prescriber for the remedying of weaknesses, and the fortifying of strengths. He will help students correlate, refine, integrate, and interrelate experiences relevant to important learning goals.

### The Teacher

Many studies having to do with analysis of the teacher's job, operations, interactions, and relationships in the classroom are found in recent literature but few concerned with the use of specific methods and their effect. Teacher effectiveness and teacher behavior seem to be



related and some of the findings have a bearing on teacher education.

Investigations of Ryans (9) have pointed to some characteristics of teachers which are likely to be positively correlated or associated with teacher effectiveness. A list of these characteristics includes: measured cognitive or intellectual abilities, achievement in college courses, knowledge of the subject matter to be taught, general cultural knowledge, attitudes favorable to students, generosity and tolerance in appraisals of other persons, strong interest in reading and other literary matters, participation in social and community affairs, and early experience in caring for children and teaching (such as reading to children). Ryan (9) warns that these findings should be more useful when results are considered in actuarial context rather than in attempting highly accurate prediction for given individuals.

Flanders (10) found increased pupil learning to be greatest in the classes of teachers who displayed flexible behavior. Flexible behavior was described as behavior that reflected predominantly direct or domineering teacher influence in certain situations, as when the pupil's perception of the goal was clear and acceptable, and predominantly indirect teacher influence in other situations.

Investigation by Heil and Washburne (11) involving increments in pupil learning pointed to a possible inference about the nature of teacher behavior. They reported that pupil gains on the Stanford Achievement Test, pupils' positive feelings, and children's social acceptance of one another suggested self-controlling, orderly, and work-oriented behavior of the teacher.

Bowers and Soar (12) concluded from their studies of teacher effectiveness that teachers with high social skills rely less on individual seat work, assignments in workbooks, individual reading, written work of all sorts, and use more activities which involve interaction between pupils, in other words: more pupil interaction and less of either teacher-pupil interaction or solitary work on the part of the pupils. Skilled teachers utilize self-directing small groups of pupils more than do less skilled teachers. Self-direction and pupil participation were found to be more typical of classrooms of more skilled teachers. Social skills which pupils learned (skill in cooperative work and planning) were greater in the classrooms of skilled teachers.

Turner and others (13) in a series of studies reported that effective teachers are persons who are good solvers of problems in a wide variety of teaching situations. Results indicated that pupils taught by high scoring teachers--good problem solvers--in grades four and five attained significantly greater achievement than pupils taught by low-scoring teachers in the same grades.

## Grouping

There are few studies relative to grouping found in current literature in comparison to the wide use made of various kinds of grouping in the schools. Scientific investigation is difficult and conclusions must be tentative. Several studies have reported the effectiveness of teaching large and small groups.

Nachman and OPOCHINSKY (14) compared the achievement, as measured by examination performance, of college students in a small class with a matched group of students in a large class. Results showed that the students in the small class made higher scores on quizzes that covered material presented in the classroom, but that the two groups did equally well on final examinations for which they studied.

Siegel, Macomber, and Adams (15) compared the learning outcomes of large-group and small-group instruction on the college level. Achievement was measured by the final examination. Students in the large groups did as well as those in the small groups. Students with high ability performed equally well on tests regardless of instructional procedures, whereas students with low ability occasionally suffered by assignment to a large class. Tests in critical thinking and attitude change did not consistently favor the experimental large-group instruction.

In another investigation of group size and effectiveness of teaching, Siegel, Adams, and Macomber (16) found no significant difference in the effectiveness of large-group and small-group instruction.

In studying a group of 128 fourth-grade pupils, half working in small groups and half as individuals, Hudgins (17) found no differences in individual problem solving.

Blue (18) reported significant results in a study of college students in a sociology course. Students who studied in groups made higher achievement scores than students who studied independently. Also, all but the exceptional student improved when studying in an organized group.

Beach (19) used lecture, discussion and small-group and independent study in organizing a course in educational psychology. He concluded that the less sociable students achieved more by lecture and that the more sociable students achieved more by the small-group procedure.

Klausmeier, Wiersma, and Harris (20) found that individuals who worked alone did less well on initial learning tasks than did subjects who practiced in pairs or in groups of four. On measures of transfer, individual learners attained a higher level of performance than did paired or grouped learners.

In an effort to initiate and evaluate learning in skill subjects when pupils worked in teams, McHugh (21) worked with fourth-grade, fifth-grade, and sixth-grade pupils. The achievement gain apparently due to this procedure was significant for grades five and six; no gain was reported

for grade four. Reading and language improved in grade six, arithmetic in grades five and six, and spelling in all grades.

Gurnee (22) found no evidence of social facilitation when a group worked on a common task, although this has been one of the major arguments for grouping. Imitation of more successful group members appeared to account for the superiority of a group arrangement over individual learning situations.

### Heuristic Methods

During the past several years much has been written about programmed teaching, computer technology, and so forth. Some new terms have appeared in isolated items which indicate that there has been a shift from an operational base to a theoretical base in the definition of learning processes in which inferred processes become the descriptive categories of human learning. New methods of instruction have a heuristic basis: students are trained to find out things for themselves.

Henderson (23) tells of two methods used in teaching secondary school mathematics. The issue has been that of determining the consequences of "tell-and-do" and "heuristic" methods. The former consists of the following steps: (1) stating the item of knowledge, (2) clarifying the meaning, (3) justifying the item, (4) clinching the understanding (often done by having students work problems based on the knowledge being taught), and (5) making a transition to the next item to be taught. The second method, heuristic or discovery, calls for the teacher to direct the student's attention to some data. The student infers from these data. If his inference, as evidenced by his verbal or nonverbal behavior, is correct, the method terminates. If his inference is incorrect, the teacher utilizes the same method with new data or selects another heuristic method which will allow the student to converge on the correct knowledge. But the teacher does not state the item of knowledge; the student discovers it.

Cited by Henderson (23) is the unpublished study of Nichols in the teaching of geometry. Two groups were taught for the same length of time, but one was taught by a dependence approach (tell-and-do) and the other by a structured search approach (heuristic). On the basis of tests measuring various kinds of ability and skills, the researcher concluded that the two approaches were equally effective for high school freshmen whether of average or superior IQ. Other investigators have measured a difference in groups taught experimentally. The evidence has not been conclusive so the reader must draw his own conclusions.

In presenting sets of verbal materials to be learned the problem is to organize the first set in order to facilitate the learning of the second set. The initial material is known as an advance organizer. Ausubel and his associates (24, 25, 26) attacked this problem in a series of studies. In one they hypothesized that advance organizers used

to increase the discriminability of the two sets would facilitate learning and retention. Comparative, expository, and historical organizers were used with different groups. One group was to compare and contrast Christianity and Buddhism, for another group principal ideas of Buddhism were described, for the third, historical and human interest materials on Buddhism were presented. On a test given after three days, the group exposed to the comparative organizer performed significantly better than did the other two groups. It was concluded that unfamiliar material was learned and retained to the degree that the existing concept structure was clear and stable. After ten days both the comparative and expository groups achieved a higher measure of retention than did the historical group. It would appear that the effects of the advance organizer are limited. The effects seem to be attenuated by prior knowledge, which itself may be acting in some way as an organizing variable.

Wittrock (27) reasoned that the organizers employed by Ausubel and associates served to induce a set that actively engaged the subjects in utilizing their prior knowledge. He repeated the study with slight variations in the organizers. Groups were given instructions to compare, to compare and contrast, to understand and remember. The two groups asked respectively to compare and to compare and contrast did significantly better on measures of learning and retention than did the groups directed to understand and remember.

A term used in recent literature is discovery learning, which McDonald (28) describes as an omnibus category. A basic characteristic is that of confronting the learner with a problematic situation in which he must devise a solution, discover a principle, or explain some phenomenon. Taba (29) says "Learning by discovery as pursued today pertains largely to cognitive aspects of learning: the development and organization of concepts, ideas, and insights, and the use of inference and other logical processes to control a situation."

Discovery learning involves two aspects: the assimilation of content of some sort and operations of cognitive processes required to organize and use this content. The learner must construct his own conceptual scheme with which to process and to organize the information. Taba (29) continues: "Teaching is directed to enabling the learner to establish a relationship between his existing schemata and the new phenomena and to remake or extend the schemata to accommodate new facts and events. In doing this the learner has to decenter his current view of the situation or of the problem and reorganize his perception of it. He must also build a strategy of inquiry." In discovery learning content is seen not only as an array of facts to be absorbed but as something that has structure, namely, a way of organizing detailed facts in the light of some concepts and principles.

"The act of discovery" says Taba(29), "occurs at the point in the learner's efforts at which he grasps the organizing principles imbedded in a concrete instance or series of instances and can therefore transfer this information. The learner can see the relationship of the facts before him, he can understand the causes of the phenomenon, and he can relate what he sees to his prior knowledge. This point in the learner's efforts is also referred to as the moment of insight."

Learning by discovery has its proper place among accepted techniques available to teachers, states Ausubel (30). For certain designated purposes and for certain carefully specified learning situations, its rationale is clear and defensible. Ausubel (30) says that learning by discovery can be used effectively when the learner is in the concrete stage of logical operation and is dependent both on empirical props and on a preliminary phase of intuitive, subverbal insight for the learning of complex abstractions. It can also be used in the early stages of teaching older individuals a new discipline.

Learning by discovery has obvious uses and advantages in teaching the problem-solving technique and methods of scientific inquiry within a given discipline and in testing for meaningful comprehension of material learned through didactic exposition. To ascertain whether learners genuinely understand or have merely memorized a given abstract proposition, there are few better methods than to require them to solve problems involving application of that proposition.

Discovery methods are not unique in their ability to generate self-confidence, intellectual excitement, and sustained motivation for learning. Good expository teaching can accomplish these same objectives. Learning by discovery is not the only way of arriving at meaning--much learning can be accomplished by other methods, such as deduction, logical inference, or some form of exposition by the teacher or even by reading a book. The task of the teacher is to provide an appropriate balance between discovery learning, which requires depth study, and other types of learning in order to assure scope, continues Taba (29). This depth study needs to be reserved for points at which new families of concepts or ideas are introduced. And, these experiences need to be alternated with types which extend information, generalizations, or their application in order to insure adequate scope.

The discovery method is time consuming and therefore the scope of coverage is limited. However, Bruner (31) tells us that with the discovery method one gets greater mileage from learning. Discovery methods are often rationalized in terms of the currently fashionable slogan that the school's responsibility is to make every child a critical and creative thinker. Ausubel (30) says that the school can help only in actualizing its expression in those rare individuals who already possess the necessary potentialities.

To test the effects of the discovery method, a contrasting method must be used, usually one in which some form of direction is given. Kersh (32) set up three groups: the first employed guided discovery; the second, a directed-learning approach; and the third, a rote-learning procedure. The task was to discover a set of mathematical rules. On measures of retention and transfer, the level of performance of the guided discovery group was intermediate between the level of the rote-learning sample that was highest in achievement and the level of the directed-learning sample that was lowest. However, more individuals in the guided-discovery group than in the other groups reported using the rules.

In an experiment with a code-deciphering task, Wittrock (33) assigned subjects to treatments in a factorial design as follows: (a) rule given, answer given, (b) rule given, answer not given, (c) rule not given, answer given, (d) rule not given, answer not given. When measured for immediate learning, those given the most direction (those given the rules) did show a significantly higher performance level than did the groups not receiving the rules. However, the discovery group, which was given neither rule nor answer was the only one that had retention scores higher than learning scores.

Proponents of the discovery method argue that a premature verbalization of the generalization or the rule deprives the individual of the essential learning. The learner must be able to reorganize his own cognitive structure. If verbalization prevents this, the learner is put in the position of absorbing the generalization without necessarily understanding what it stands for or how to work it.

Ausubel (34) states that discovery methods are primarily useful for evaluating meaningful outcomes and for teaching problem-solving techniques, appreciation of scientific method, and awareness of the sources of knowledge, but not for transmitting subject matter content.

Another "new" method with a heuristic basis is inquiry training. Of this method, Brown (35) asks: "Which came first, knowledge or inquiry? This is the same silly argument as to which came first, the chicken or the egg. The teaching-learning process can begin with either inquiry or acquisition." There needs to be a balance but both cannot be emphasized at the same time. Also the factor of maturity enters in, what is a problem worthy of inquiry for a child would be just common knowledge for an adult. Consider the child who is learning how to tie his shoe laces. This is a problem of experimental inquiry for the four-year-old but ought to have long been reduced to a satisfactory skill for the ten-year-old.

Suchman (36) has developed a program for training in inquiry skills with reference to science instruction. He conceives that some dissonance is necessary for the development of such skills: a puzzling problem, a lack of structure. However, induction of relational constructs or discovery depends on existing conceptual systems in the child. He believes that, under the right conditions, children can acquire the attitudes, skills, and strategies that are fundamental to inquiry regardless of the area.

In Suchman's investigations twelve classes in a variety of elementary schools were exposed to inquiry training. Groups of children were shown short films of simple physics demonstrations that pose problems of causality. Control groups were taught scientific principles in the usual didactic manner but experimental groups were asked to construct an explanation and to show why it had such results. To do this the children must obtain information not given in the film; the teacher became the source of data. They asked questions which could be answered by "yes" and "no". By requiring a child to talk, the teacher can get a clearer picture of how he is thinking. The groups did not differ significantly on a measure of conceptual growth in physics. Inquiry subjects asked more questions, both general and analytic. The general conclusion appeared to be that the inquiry subjects learned to ask more questions of the type for which they were trained, although results were frequently confounded by a fluency factor.

In this method of instruction, says Suchman (37), children are helped in three ways to build inquiry skills: to build a general operational schema for inquiry, to practice gathering data and constructing explanatory systems, and to evaluate critically their past inquiries. The child sees something happen which has an outcome he could not have predicted. Suchman wants him to take the initiative, to piece together explanations under his own power. Children who discover that they are able to formulate a rule or a law from a series of concrete observations or experiments come to realize that they are able to find ways of predicting and controlling their environment.

Suchman (36) divides inquiry into four main types of action: searching, data processing, discovery, and verification. No attempt is made to teach children how to invent or adapt conceptual systems. However, one of the ultimate goals of education is to create an awareness and use by the individual of his conceptual system. The teacher should be able to assist students in the formation of these systems.

### Problem Solving

In research on problem solving and its effectiveness, it has been found that students who were taught to follow a particular method or procedure were actually taught not to think; they used the same procedure when given a different type of problem. Problem solving is designed to help individuals meet their needs more adequately in the basic aspects of living and to stimulate them to participate more effectively in the affairs of the democratic society to which they belong.

Giving students instructions to generalize a method of solution has a tendency to increase their "set" or inflexibility toward attacking and solving problems. Some studies have shown that students who worked

on a variety of problems where no single attack was successful learned to be flexible. However, those who had continued success with one method used it rigidly even where it was incorrect.

Even though many writers state that it is not usually possible to teach a definite procedure for dealing with a problem, others have advocated the hard-and-fast sequence of Dewey's (38) phases of reflective thinking (a. defining and analyzing the problem, b. establishing criteria by which to judge proposals, c. finding possible solutions, d. evaluating proposals in order to reach a solution, and e. planning how to put the selected proposal or solution into effect).

Brilhart and Jochem (39) investigated the outcomes of different problem-solving discussion patterns in which ideation, criteria, and evaluation, were separated or combined and in which the sequence of ideation and criteria were changed. They found that emphasis placed on value and quality during problem-solving discussion evidently dampens the expression of ideas. There seemed to be a greater preference for the idea-criteria-evaluation pattern over the criteria-idea-evaluation pattern. This possibly indicates that talking about criteria apart from definite ideas to be judged may be artificial and frustrating. A number of current textbooks and manuals advise establishing criteria before attempting to find solutions. This appears dubious at best and harmful at worst.

In brainstorming the processes of ideation and evaluation are separated. There is little information concerning the effect of this. With the type of problems and experimental groups used, brainstorming tends to produce more tentative solutions and more good tentative solutions. Parnes (40) compared the production of ideas across time periods. Subjects were instructed to think of as many uses as possible. Their responses were scored for uniqueness. More good ideas were found in the second half of the test period than in the first. Maier and Hoffman (41) found that ideas produced later in the problem-solving process tend to be superior to those produced first. Methods for delaying decision-making appear to have merit for both individuals and groups.

The mechanized application of problem solving can become a thought-inhibiting rather than a thought-provoking device. Problem solving should develop originality and diversity in thinking. A wide variety of teaching methods should be used to help students develop their own abilities in decision making. The teacher's role is to help students seek relevant knowledge, understand important values, analyze possible alternatives, and project possible consequences in dealing with different problems.

### Creativity

A topic which has attracted recent attention is creativity training. A large amount of evidence has been obtained indicating that



teachers and school procedures are combining to frustrate and discourage any creative tendencies shown by students. The student who is different, imaginative, curious is apt to be regarded as an "odd-ball". If creativity is to be considered an important element to be fostered in our schools, substantial changes will need to be made. What is creativity? What are the characteristics of creative individuals? What conditions in the classroom will allow for the development of these potentialities?

Creativity is the process of sensing problems, forming ideas or hypotheses, testing hypotheses, and communicating the results. As contrasted to conformity, it is a successful step into the unknown. Creativity involves divergent thinking, that is, speculative in that it takes off from information already possessed, in contrast to convergent thinking which uses information to converge on an already-existing answer.

The creative person is a fluent, flexible and elaborate thinker, states Guilford (42), and he is inclined to be on the impulsive side. More than most, he lets his feelings and emotions dictate action, but he is also a reflective thinker. He likes to ponder over the nature of things, about why people behave as they do. The creative person is also self-assertive, self-sufficient, tolerant of ambiguity. He may welcome disorder and complexity.

Taylor (43) summarizes the characteristics of creativity as follows: Ability to sense problems is an intellectual characteristic included in creativity. Ability to sense ambiguities plus effective questioning ability may be important in creative activity. Also, motivational characteristics suggested are curiosity or inquiringness of mind, liking to think, liking to manipulate and toy with ideas, intellectual persistence, need of recognition of achievement, need for variety, effective work habits, high energy, and willingness to take long-range risks.

Other personality characteristics listed by Taylor are: devotion to autonomy, more self-sufficient than most people, more independent in making judgments, more complex as a person, more self-accepting, more resourceful and adventurous, more radical, more controlling of his own behavior, possibly more emotionally sensitive, and more introverted but bold.

Torrance (44) describes creative individuals: they can tolerate a great deal of ambiguity, do not have a pressing need for immediate answers, can tolerate hypotheses of a highly speculative sort.

Barkan (45) drew some conclusions concerning the developing process of creativity through the observations of a small number of elementary art classes: Children show greater spurts of growth at some points than at others. The degree of growth from first to second grade seems to be more dramatic than from kindergarten to first grade. The insatiable curiosity of second graders about the "why" and "how" of

things changes into a more alert quest for explanations in the third and fourth grades. Most fourth graders tend to be perfectionistic and easily discouraged by adult pressure.

Little attention has been given to developmental phenomena during high school years but most existing evidence is fairly consistent. Investigators report a decline in imagination functioning between sixth and seventh grade and on into the eighth. There follows a period of fairly steady growth until about the end of the high school period at which time there is a leveling off or a slight decline.

Twelve to fourteen year olds need help in developing specific short-range goals and in making a tentative vocational choice around which to organize present activities. Young people at this age should not be asked to be too different from their peers.

For fourteen to sixteen year olds much of the imaginative activity seems to be focused on a future career. Adventure is the keyword for all phases of life for both sexes. The youth worries about peer acceptance and his fears cause him to avoid situations which involve exploration, testing abilities and such. This is the time for learning the skills of creative problem solving and for practicing the skill of finding "third alternatives" which are creative solutions, advises Barkan (45). Students can be stimulated to list all the things they can and cannot do in "hopeless" situations.

Sixteen to eighteen year olds need to give the imagination full rein as they sort what is and is not important. Their interests are usually stable enough to be assessed along with special aptitudes. This is a good age for vocational testing and guidance. Adults need to make themselves available and to provide provocative "food for thought" in classes. Aesthetic interests and skills should be encouraged. Youths need help in finding creative ways to stand by their beliefs and to practice their social ideals.

MacKinnon (46) compared a number of architects, research scientists, and student engineers with individuals judged not to be highly creative in these fields of endeavor. Measures of art preferences, personality scales, and intelligence tests were used. The subjects, who were rated to be highly creative, exhibited a greater tendency to show independence of judgment, to be more esthetically sensitive (except in the instance of the engineers), to give more expression to the feminine side of their nature, and to be open-minded.

One way in which an individual searches for his uniqueness is through his vocational choice. Getzels (47) found that his highly creative subjects gave a greater number of different occupations and more "unusual" or rare occupations than his highly intelligent subjects.

Barron (48), in studying one hundred Air Force captains, found that originality was associated with traits of independence of judgment,

need for personal mastery, rebelliousness, disorderliness, exhibitionism, and self-centeredness.

Getzel and Jackson (49), and Torrance (50) in studies of creative students and creativity in the classroom suggest that teachers tend to prefer in their classes students with high IQ's, that is, with highly developed convergent thought processes, over the average student, but not to prefer students with highly developed divergent thought processes.

Sears (51) has shown that there are positive correlations between creativity and teachers' rewarding by personal interest in the child's ideas, accompanied by high frequency of listening to the child. Such teaching techniques probably provide an atmosphere in which the child can permit himself more leeway in expression of unconventional ideas without the threat of devastating criticism. A condition of creative thinking in the classroom, as elsewhere, is an optimum balance of stimulation. The nature of this balance for given students, teachers, and subject matter is unknown.

Spaulding (52) attempted to relate attributes of teachers and classroom climate dimensions to a number of variables, including flexibility and originality. He recorded teacher-pupil transactions at the fourth- to sixth-grade level in a number of schools. According to his measures, two teacher styles were negatively correlated to flexibility and originality. In one style, the teacher responded primarily to the social and emotional qualities of the pupils rather than to their cognitive performance. In the second style, the teacher created a formal group-instruction situation, in which teacher control was maintained by shame, ridicule, or admonition.

Newell, Shaw, and Simon (53) summarized a large body of research on computer programming and problem solving. They maintained that creativity is nothing but problem solving in a novel and difficult situation. They suggested that not only problem selection but also the process of evaluating alternate strategies may be key aspects to creative thinking.

Anderson and Anderson (54) trained sixth-grade children to produce novel responses in the form of unusual uses of familiar objects. The test included novel uses of familiar objects that had not been used in training as well as some insight problems that could be solved through use of objects in novel ways. The trained subjects performed significantly better than the control group on novel uses of objects that had not been employed in training, the two groups did not differ on the insight problems.

Torrance (55) experimented with teaching creative thinking to children in the first three grades. He found that in the second and third grades, the trained children were consistently superior to the untrained children in all his measures of creative thinking. Using Osborn's (56) principles for stimulating new ideas (i.e., instructions to produce a large number of ideas without regard to quality) resulted

in fewer responses than instructions to produce interesting, unusual, and clever ideas.

A study by Taylor, Berry, and Block (57) suggests that it is the instruction to "let go" and express all ideas that is crucial and that doing so in a group may actually have a harmful effect on the process. They found that, as compared with twelve nominal groups (i.e., groups composed artificially of four individuals each who actually worked alone), the performance of twelve real groups (i.e., groups composed of four individuals each who actually worked together) was markedly inferior in the quantity, originality, and quality of ideas.

What are conditions in the classroom that promote creativity? Anderson (58) discussed open and closed systems of education and the effect of each on creativity. The open system accepts uniqueness in perception and thinking. Methods used are the seminar, class discussion, term papers, experiments, and student projects. The open system permits originality, experimentation, initiative, and invention. The closed system is concerned little with originality or invention by the student; the concern is mainly with acquiring a body of knowledge and memorizing facts. The student has only to learn what has already been discovered or agreed upon. He learns to follow directions and to do what he is told. It is in this system that the heritage of the race is preserved.

The closed system, as defined by Anderson, contributes to the development of inflexible and noncreative persons. The open system, on the other hand, facilitates the development of creative imaginative persons increasingly able to change in light of new knowledge and new requirements.

Torrance (44) suggests that it might be helpful to encourage children to deal with alternative answers, to put off formulating answers until a range of possibilities has been explored. He gives other hints about fostering creativity: (1) Creative individuals seem to need psychological safety such as is provided in the rules for brainstorming where no criticism is allowed during the sessions. (2) Individuals need to have experience and skill in the subject area if they are to function in a highly creative way: they need to be able to control the syntax and techniques of the area in which they are working. (3) Creative behavior, like most other types of behavior, should be appreciated when it occurs (behavior that is rewarded tends to persist).

Scofield (59) gives rules for teachers who wish to help pupils learn freedom of inquiry and become creative.

1. Encourage pupils to progress at their own pace.
2. Permit varying approaches by pupils to the subject matter.

3. Permit pupils to struggle with a problem, try different resources and tentative solutions, and experience the final exhilaration of solving it themselves.
4. De-emphasize any need for immediately giving the "right" answer but encourage many trial answers.
5. Refrain from giving punishment in any form for attempted incorrect responses.
6. Do not consider rote memorization or imitation of textbook thinking as good learning.
7. Provide procedures by which evaluation of progress is commensurate with ability to progress.

Scofield continues by emphasizing that creative adults and creative citizens can be developed by plenty of practice in a classroom where the climate is supportive and where each child is given freedom to learn by himself with supportive guidance from the teachers.

If teachers believe that a major concern of education is to help every child become his best self, they certainly must use the methods which will allow each one to develop his creative potential.

Briggs (60) gives some generalizations regarding the method of teaching used:

1. Attitudes and value judgments are relatively unaffected by the manner in which the students are taught.
2. Some students respond better to one method than to another depending on their own personality and psychological needs.
3. Students taught permissively usually do about as well as others on objective tests of knowledge at the end of the course.
4. Students tend to be most dissatisfied with a permissively-taught course, and experience (especially at the beginning) a sense of frustration and lack of achievement.
5. As a result of the problem-solving method of teaching students tend to show personality growth and an improvement in emotional and social adjustment and self-insight.
6. Individual differences among students are more important than differences of instructional technique in determining the educational impact.

7. The most effective class is one in which the content is organized to facilitate team activities, a good rapport exists between student and teacher, a considerable amount of authority is delegated to students, and the grading system is designed to encourage incentives to group activity, participation, and responsibility.

### SUMMARY

Findings based on previous discussion

Implications for teaching home economics

#### The Teacher

Characteristics associated with teacher effectiveness are:

measured cognitive or intellectual abilities (9)

achievement in college courses (9)

knowledge of subject matter to be taught (9)

general cultural knowledge (9)

attitudes favorable to students (9)

generosity and tolerance in appraisals of other persons (9)

strong interest in reading and other literary matters (9)

participation in social and community affairs (9)

early experience in caring for children and teaching (9)

self-controlling, orderly, and work-oriented behavior (11)

flexible behavior (10)

In preparing for teaching, knowledge of subject matter is important but a number of other factors appear to help to make effective teachers. Persons who will be in a vocation where they deal with people, and especially those in teaching, would do well to get many kinds of experience in participation and leadership. These include participation in school, church and community affairs, working with others in committee work, holding office in small and large organizations and fulfilling responsible positions as a follower as well as a leader.

The teacher should be aware of her own goals as well as those of her students. She should not force her goals on students and should move cautiously in giving guidance when student goals are unclear.

Teacher example is more apt to be followed than teacher exhortation so it would behoove the teacher to see that she acts as students should learn to act.

high social skills (12)

good problem-solving  
ability (13)

Skilled teachers utilize self-  
directing small groups (12)

Students follow the example of the teacher and will gain not only in social skills but will be better able to work cooperatively and be self-directing.

In preparing for teaching, emphasis should be given to practice with small groups and possibly with having groups work in different ways. Having every student do the same thing at the same time is not being flexible. Following the needs of individual students and allowing each to work at his own rate and in his own way will help him learn step by step to be self-directing.

### Grouping

#### Size of class:

Students in a small class made higher scores on quizzes that covered material presented in the classroom (14)

Students with low ability sometimes suffered by assignment to a large class (15)

Teachers of home economics might consider this an indication that pupils profit from individual assistance or perhaps from some personal contact with the instructor. If classes need to be large, some of the work might be accomplished through groups.

#### Pairing or grouping:

In sociology class, students who studied in groups made higher achievement scores than those who studied independently (18)

Less sociable students achieved more by lecture and more sociable achieved more by small group study (19)

The teacher might assign groups for study periods. (Earlier research showed that students worked better with groups of their own choosing.)

Realizing that some students profit from lecture, the teacher could use this method occasionally where subject matter lends itself to this method.

Students who practiced initial learning tasks in pairs or groups of four did better than those who worked alone. Individual learners gained more on measures of transfer (20)

Imitation of more successful group members appeared to account for the superiority of a group arrangement over individual learning situations (22)

In working out answers to problems small groups might gain more in the various areas of home economics: clothing construction, adequate food for the family, play school, interior decoration, and others. Once some answers have been found by members of a group, a student would do better to work individually to transfer the learning as in a "practical" exam or in doing a home experience.

It would be advisable to change the personnel of the groups so students would have the opportunity to experience and imitate successful group members.

### Heuristic Methods

The effectiveness of heuristic methods appears to depend on the skill of the teacher in drawing out the students to find out things for themselves (23)

Advance organizers seem to help in learning if the organizer is a part of prior knowledge of the student. Comparative and expository organizers enhance retention (24, 25, 26)

Retention seems to be greater when students must search for answers (27, 33)

Premature verbalization of the generalization or rule deprives the student of the essential learning (30, 31)

The teacher should allow time for the students to get their own answers. She must remember that it would be faster to give them the answers but the information may mean more if they "discover" it.

Background information in such areas as: nutrition (findings about food elements, stories of discovery of vitamins, stories about various foods) nutrition in time of cave man and today, child care then and now, home furnishings, compare and contrast in 19th and 20 centuries can be used. Have students search for background material needed for these and others.

Students should be led to state the rule or generalization involved when they reach the moment of "insight" for it is only in this process that the information becomes meaningful to them.



Discovery learning involves two aspects: assimilation of content and operations required to organize and use this content (29)

In asking questions the student is becoming more fluent and questions asked indicate to the teacher the extent of learning that is taking place. The student is also learning a process which will be useful to him when the teacher is not there to guide him.

### Problem Solving

Students who learned to solve a variety of problems where no single attack was successful learned to be flexible.

Emphasis placed on value and quality during problem-solving discussion seems to dampen the expression of ideas (39)

Talking about criteria apart from definite ideas appears to be artificial and frustrating (39)

In brainstorming, more good ideas seem to be produced during the latter part of the session (40, 41)

In every area included in the home economics curriculum students can be guided to seek answers to problems. The teacher should avoid providing solutions but should give the pupils freedom to search for them. Freedom of discussion of solutions can be allowed with the teacher pointing out reasons for choices.

A variety of problems should be used so that no single method of attack will be successful.

Plenty of time should be allowed for ideas to develop. The teacher should not expect all ideas to be good ones, but these may lead to better ones.

### Creativity

Characteristics of creative persons:

fluent, flexible,  
elaborate thinker (42)

self-assertive, self-  
sufficient, tolerant of  
ambiguity (42)

curiosity or inquiringness  
of mind (43)

The teacher should encourage students to deal with possible solutions, allow time for speculating with these, and wait for an answer until many possibilities have been examined. She should guide students in evaluating alternate answers.

She should allow for flexibility in dealing with subject matter.

liking to manipulate or  
toy with ideas (43)

Recognition should be given for  
ideas and possible solutions.

intellectual persistence (43)

need of recognition of  
achievement (43)

resourceful and adventurous  
(43)

emotionally sensitive (43)

toleration of highly  
speculative hypotheses (44)

There are positive correla-  
tions between creativity and  
teachers' rewarding by  
personal interest in the  
student (51)

The classroom atmosphere should  
allow each student to be accepted  
and to be aware that he will not  
be shamed or ridiculed if his  
responses are unusual.

Not only problem selection but  
also the process of evaluating  
alternate strategies may be key  
aspects to creative thinking (53)

The open system of education  
permits originality, experimentation,  
initiative, and invention (58)

Methods used in the open system would  
be seminar, class discussion,  
term papers, experiments, and  
student projects (58)

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# ILLINOIS TEACHER OF HOME ECONOMICS

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## CURRICULUM DEVELOPMENT IN HOME ECONOMICS EDUCATION

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FOREWORD TO THE ILLINOIS TEACHER OF HOME ECONOMICS,  
VOLUME IX, NO. 2

With this issue of the Illinois Teacher of Home Economics, we return to our series on curriculum development in home economics. Some changes in the planned sequence of the series have been made. However, all topics announced will be covered during the year.

In this issue, Professor Hazel T. Spitze presents her views concerning "The Structure of Home Economics as a Basis for Curriculum Decisions." In addition, Professors Ellen Champoux of Kansas State University and Burl Hunt of the University of Mississippi discuss "drawing on community resources to improve the curriculum."

As was announced in Volume IX, No. 1, major responsibility for writing this year's series of the Illinois Teacher is being carried by members of the Home Economics Education staff, University of Illinois. It was the feeling of the staff members that they wished to think through some basic considerations in curriculum development--and that they wished to share their thinking through the Illinois Teacher. Preparing the articles in addition to full-time teaching, research, and service loads is proving quite a chore! Needless to say, it is one that all staff members find stimulating, challenging, and even fun! But, we do ask that our readers be patient with us when an issue does not arrive just at the time expected. We will do our best to have all six--plus the "bonus issue"--to you by the last of June. Thank you for your patience and consideration.

--Elizabeth Jane Simpson  
Editor

THE STRUCTURE OF HOME ECONOMICS AS A BASIS  
FOR CURRICULUM DECISIONS

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Home Economics Education  
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What is home economics? Is it a discipline, a profession, or both, or neither? Is it a "field of knowledge"? Does it make any difference to a teacher of home economics how these questions are answered, or even whether they are asked?

Man has constantly sought to categorize his ever-increasing knowledge so that it can better serve him. One means for such categorizing is the "basic disciplines" which, according to Webster's Unabridged Dictionary, are "branches of knowledge acquired through study and research requiring scholarly training." Nolan defines a basic discipline as "an integrated body of knowledge held together by a theoretical framework composed of concepts, definitions, assumptions, hypothetical relationships, and verified knowledge which serves as a basis for analysis of reality."<sup>1</sup>

Another focus which may be used to categorize knowledge begins with a problem, or set of problems, which man faces, instead of with a set of principles and theories which seek to explain some aspect of reality and to lead to the discovery of new knowledge. These fields of knowledge which focus on a problem have been described as "derivative" fields. Schwada indicates that these fields are integrative, drawing together knowledge of diverse disciplines, and that they are interpretative and communicative. They are orienting in that they bring knowledge of various disciplines to new uses, and they must be adaptive and in sensitive relationship with the clientele they serve.<sup>2</sup>

Home Economics is such a derivative field, according to Nolan. She adds: "The professional's primary orientation is on the realities of

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<sup>1</sup>Nolan, Francena. From an address given at the Colleges and Universities Section meeting at the 55th Annual Meeting of the American Home Economics Association and published by the Association in a pamphlet entitled, "The Field of Home Economics--What It Is." Washington, 1964, p. 54.

<sup>2</sup>Schwada, John. From a paper presented Nov. 12, 1962, to Resident Instruction Section, Home Economics Division, American Association of State Universities and Land-Grant Colleges, Washington, D.C.

living rather than on an organized set of thoughts, concepts, and principles derived from application, e.g, medicine focuses on the health of the individual, home economics on the well-being of families."<sup>3</sup>

Perhaps the earliest definition of home economics was stated at the first Lake Placid Conference when it was said to be "the study of laws, conditions, principles, and ideals which are concerned on the one hand with man's immediate physical environment and on the other with his nature as a social being and especially of the relationship between these two factors."<sup>4</sup>

This is a noble claim but seems to us much too broad. If a series of academic persons were presented this definition and asked to state what it defines, one might expect more of them to say science than any given restricted portion of science. It is common among academicians that they see the universe in terms of their own specialty; hence, sociologists speak of the society in which we live, economists of the economy, and anthropologists of the culture. But if we define our field a bit more modestly, perhaps the definition could be more useful.

When one asks whether home economics is a profession, the next question is always "What is a profession?" Brown, borrowing from the work of Becker and of Goode, offers this analysis:

1. A profession has a body of knowledge which its members must master in order to be competent, and, therefore, in order to enter the profession. This body of knowledge is not of technical skills arrived at through practical experience; rather it is a systematic body of abstract principles derived from empirical research and logical analysis.
2. To master such complex knowledge requires a prolonged period of training at the college and university level.
3. The profession has a monopoly on the body of knowledge which it calls its own. Because of the complex and difficult nature of the knowledge required, only members of the profession are in a position to pass intelligent judgment on when a person is qualified to practice in the profession.
4. The body of knowledge which the profession possesses is necessary for the good of society.
5. The occupational group and its members have an esteemed position in the society. Members are considered to have earned the right

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<sup>3</sup>Nolan, op. cit., p. 55.

<sup>4</sup>Lake Placid Conference on Home Economics. "History and outline of first conference." Sept. 1899. pp. 19-25.

to a voice in public affairs, particularly in those related to the areas of professional concerns and competence.<sup>5</sup>

Brown states further that two sets of values are implicit in these characteristics of a profession. One set, that is common to all professions, includes the use of (1) rational thought, (2) rigorous thought, (3) openness to examination of thought, (4) freedom of thought, and (5) intellectual honesty. The other set includes the values relating to the central purpose of the profession and giving direction to its work. "A profession exists," she says, "because it attempts to answer certain related questions which are significant problems in the society...." Each profession has a basic altruistic motivation, and she suggests that for home economics "this could be stated as the promotion of self-fulfillment of the individual through sound home and family life." But she continues that "an analysis of the subject matter now included in home economics shows no central value-orientation really operating."<sup>6</sup>

Budewig may be thinking along the same line when she says that "until the 'inner center' (of home economics) can be identified and verbalized we cannot hope to gain the intellectual control over the field which we should have.... Have we allowed an emptiness to grow where the core should be?" she asks.<sup>7</sup>

Simpson has suggested that this inner center is the roles of women. She feels that this constitutes the core of the area of commonality in the programs for the three purposes of home economics at the secondary level: preparation for homemaking, preparation of sub-professional employment requiring the knowledges and skills of home economics, and pre-professional education for those who will study home economics at the college level.<sup>8</sup>

Some others may feel that most of the content she outlined in this core (e.g., relationships with others, preparation for marriage,

<sup>5</sup>Brown, Marjorie. From an address given at the Colleges and Universities Section meeting at the 55th Annual Meeting of the American Home Economics Association and published by the Association in a pamphlet entitled, "The Field of Home Economics--What It Is." Washington, 1964. pp. 21-22.

<sup>6</sup>Ibid., pp. 20, 22-29.

<sup>7</sup>Budewig, Caroline. From an address given at the Colleges and Universities Section meeting at the 55th Annual Meeting of the American Home Economics Association and published by the Association in a pamphlet entitled, "The Field of Home Economics--What It Is." Washington, 1964. pp. 12, 14.

<sup>8</sup>Simpson, Elizabeth Jane. "Projections in Home Economics Education." American Vocational Journal, November, 1965. pp. 41-43.

understanding children, personal clothing, a place to live, use of leisure, nutrition and food selection) may be equally pertinent for men, and that some of the roles of women are not necessarily within the subject matter of home economics, at least as traditionally conceived, e.g., the chauffeuring that most homemakers do, or preparation for a career as a physicist or a sculptor.

Could we identify certain responsibilities of the individual as this inner center? These might include choosing the food we eat and the clothes we wear, choosing a place to live, managing personal resources, choosing a marriage partner if we wish one, guiding our children's development, if we have any; and maintaining harmonious relationships with family members, whomever they may include.

Or should it be just the role of the individual as a family member? Can we remove the individual from the family and still have home economics?

Sometimes when one is attempting to determine what a thing is, it is helpful to determine what it is not. Budewig suggests what home economics is not when she states that certain unspoken assumptions have clouded our thinking in this regard. She points out that two assumptions deserve critical evaluation: (1) that home economics developed out of and is still a part of the woman's movement and (2) that the purposes of home economics are intertwined with those of agriculture. She urges that much historical research be carried on to aid in our quest for definitions.<sup>9</sup>

Budewig also notes from her own historical research that the development of home economics was influenced by the development of the root disciplines at the time that it began and later as it grew.<sup>10</sup>

### The Root Disciplines

If home economics is a derivative field integrating knowledge from many disciplines, what are these disciplines? An examination of the required courses in college curricula of home economics would suggest chemistry, physiology, economics, art, psychology, and microbiology at least. Should we also include speech and rhetoric since communication is an essential part of "maintaining harmonious relationships with family members"? Is mathematics basic to the "management of personal and family resources"? Are sociology and political science helpful in

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<sup>9</sup>Budewig, op. cit., pp. 7, 15.

<sup>10</sup>Ibid., p. 13.

our understanding of the relation between the family and other institutions? How about anthropology, history, philosophy, physics? Is some understanding of law needed? Is law a discipline?

Where do we stop? Do we require all home economists to study the same root disciplines in the same depth? If a person specializes in nutrition, does he need more depth in chemistry than in economics? Such a person may be referred to as a nutritionist, and Nosow claims that "calling such persons 'home economists' makes very little sense."<sup>11</sup> However, others might argue that, just as an animal can be both a mammal and a dog, so a person can be both a home economist and a nutritionist. When a physician specializes and becomes a radiologist or a dermatologist, he does not cease to be a physician. But the kinds of knowledge which he pursues and the depth to which he strives in each may be changed.

A different kind of question which could be raised here relates to the person whose education is primarily in one of the root disciplines. Does a sociologist who teaches ~~family~~ relationships in a college or department of home economics become a home economist? Do economists who teach family economics or artists who teach interior design or psychologists who teach child development become home economists in three years? They can become members of the American Home Economics Association and are encouraged to do so. Would a nutritionist teaching her specialty to medical students be thus encouraged to become a member of the American Medical Association?

Perhaps we can identify a specific set of root disciplines with which all home economists must have some acquaintance and others which may be necessary or in which more depth is necessary for some specialization within home economics. This has, of course, been done by institutions as curricula were formulated, and the work of the accreditation committee of the American Home Economics Association may standardize certain requirements for the whole profession.

### The Content Areas

Although home economics is based in "root disciplines"--whichever ones may be agreed upon--and although understanding of some of the relationships constituting each of these disciplines is essential to understanding home economics, they do not constitute the field.

The essential characteristic of home economics as a field is the relation of the root disciplines to family functions, to the development

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<sup>11</sup>Nosow, Sigmund. From an address given at the Colleges and Universities Section meeting at the 55th Annual Meeting of the American Home Economics Association and published by the Association in a pamphlet entitled, "The Field of Home Economics--What It Is." Washington, 1964. p. 43.

of the individual within the family, and to the interrelations of the family and other institutions. Home economics is also concerned with the "blending" of disciplines as their interrelationships affect the family and its members.

It is thus that the common "content areas" of home economics have developed. One of these is clothing and textiles. This area is of interest to merchandisers, theater costumers, manufacturers, chemists, designers, and other groups for a variety of reasons, but the home economist's concern regarding clothing is with the effect of clothing upon the family and its members. They wish to understand relationships between clothing choices and personal or family income, time and energy required in upkeep, and development of self-esteem. In "clothing" courses, relationships from most or all of the root disciplines are involved. For example, these questions might be raised:

What is the effect on a dacron fabric of laundering with a given detergent in water at 180°? (chemistry)

What is the effect on one's self-concept or confidence of being dressed in a manner considered appropriate by one's associates? (psychology)

What is the relative cost of readymade and home-sewn garments? (economics)

What is mildew and how can it be removed from fabric? (microbiology)

How do social trends affect fashion? (sociology)

How does income level or the affluence of society affect the proportion of income spent on clothing? (economics)

How does creative expression with fabric affect one's mental health? (psychology)

How does the wearing of three-inch heels affect the spinal column and the functioning of the body organs? (physiology)

How does color choice in clothing affect personal appearance? (art)

What does one communicate to other people by his clothing choices? (non-verbal communication or drama?)

None of these questions would likely be raised in a course devoted to the root discipline involved, but all might be extremely important to some individuals in their ability to function normally and to develop to their maximum potential. The same questions are not important, or of equal importance, to all persons, of course; hence, the necessity for considering the other bases for curriculum decisions in addition to the structure of home economics.

The number of content areas into which home economics is divided and the names given to these areas vary with the person or group making the division. The revised home economics program in New York includes special interest courses for grades 11 and 12 in six areas: family and community health, nutrition and meal management, housing and furnishings, child development, money management, and clothing and textiles.<sup>12</sup>

A California group identified nine areas in their recent curriculum revision: the family home and its furnishings, families, children, consumer economics, management of family resources (human and material), health, safety, food, and textiles and clothing.<sup>13</sup>

A national committee of home economics educators named five major areas of home economics: human development and the family, food and nutrition, home management and family economics, housing, and textiles and clothing.<sup>14</sup> These are the same divisions as those used by the national curriculum project of the Division of Vocational and Technical Education, United States Office of Education.

At the college level some kind of division is necessary in order to allow staff members to specialize and to provide courses for professional preparation. Junior and senior high school teachers, having experienced this type of organization during their professional preparation, tend to use the same divisions in their courses, with "units" of content areas included in a general home economics course. Such procedure might be questioned in light of the different purposes which the high school student and the professional home economist have in pursuing this study. A teacher who is concerned with helping students understand relationships which will assist them in solving present problems, and in doing so to learn to think and thus to be able to solve future problems, may not see a need to divide her curriculum into neat "units" labeled by content areas.

In order to be motivated to learn, a student must see meaning in the content being taught. A "unit on color" may not have meaning unless related to a present problem of redecorating a room, choosing color for clothing, planning a display or exhibit, staging a play, making signs and posters for a given purpose, or planning a buffet table. Without such focus a student may think, as one girl put it, that "making those melodramatic color charts was silly." She left little doubt about how much meaning the term monochromatic had for her, and her impression of the "color unit" did not enhance the image of home economics. Why do

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<sup>12</sup>From an article by Berenice Mallory in the Bulletin of the National Association of Secondary-School Principals, Vol. 48, No. 296, entitled, "A New Look at Home Economics." December, 1964. p. 60.

<sup>13</sup>Ibid., p. 62.

<sup>14</sup>Ibid., p. 89.



teachers so often feel that having students memorize the names of various kinds of color harmonies is so important?

Dividing our content into "boxes" also interferes with teaching relationships between the areas, e.g., the management of time or money in relation to clothing, the effect on family relationships of decisions in regard to housing, food, or the spending of income.

### The Competences

Another approach to curriculum planning begins with the identification of the competences that are needed for a given purpose. In planning a teacher education curriculum, one would identify the competences required for teaching in the chosen area and at the chosen level. In planning a homemaking curriculum, one would identify the competences needed for functioning as a homemaker. To plan a curriculum for the entire school program, the competences for effective living in a variety of roles would be considered.

The AHEA Committee on Philosophy and Objectives of Home Economics, reporting on the fiftieth anniversary of the Association in 1959, seem to have considered competences necessary for both personal and family living when they identified these:

1. to establish values which give meaning to personal, family, and community living and to select goals appropriate to these values
2. to create a home and community environment conducive to the healthy growth and development of all members of the family at all stages of the family cycle
3. to achieve good interpersonal relationships within the home and within the community
4. to nurture the young and foster their physical, mental, and social growth and development
5. to make and carry out intelligent decisions regarding the use of personal, family and community resources
6. to establish long-range goals for financial security and work toward their achievement
7. to plan consumption of goods and services--including food, clothing, and housing--in ways that will promote values and goals established by the family
8. to purchase consumer goods and services appropriate to an over-all consumption plan and wise use of economic resources

9. to perform the tasks of maintaining a home in such a way that they will contribute effectively to furthering individual and family goals
10. to enrich personal and family life through the arts and humanities and through refreshing and creative use of leisure
11. to take an intelligent part in legislative and other social action programs which directly affect the welfare of individuals and families
12. to develop mutual understanding and appreciation of differing cultures and ways of life, and to co-operate with people of other cultures who are striving to raise levels of living.

"As home economists," the Committee added, "we can measure the success of our work by the extent to which we contribute to the development by individuals and families of these competences."<sup>15</sup>

Other groups might identify different competences. Some might wish to add:

to understand the problem-solving process or the method of reflective thinking and to use it in making personal and family decisions

to learn how to learn and to continue one's education throughout life.

If a teacher wishes to use this approach in planning her high school home economics curriculum, what will she do, and what will she not do? In what ways could one expect students to work toward the achievement of any or all of the above competences? A teacher might list these:

courses  
clubs  
social events  
discussions with peers  
conferences with instructors  
contacts with other appropriate adults  
practice of skills at home  
attendance at conventions or other meetings  
job experience  
individual projects or independent study  
observations and field trips  
conferences with counselors  
home visits by instructors  
visiting other classes

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<sup>15</sup>"Home Economics--New Directions" in Journal of Home Economics, Vol. 51, No. 8, October, 1959. p. 683.

Let us consider the third competence identified by the AHEA Committee: to achieve good interpersonal relationships within the home and within the community. When a teacher has defined the behaviors which give evidence that this competence has been achieved or that progress is being made toward its achievement, how will she proceed to develop these behaviors? Her first concern will probably be her own relationship with each student and their relationships with each other. She will try to see that they experience satisfying relationships with their peers, not just their own clique, but those in higher or lower socioeconomic levels, those with higher or lower intelligence, those with more or less skills, those of different races, nationality groups, or religious faiths. This objective may affect the selection of laboratory partners, FHA committees, and discussion groups, or the opportunities provided for individuals to share experiences with a class or club.

Reading chapter five in a good text, viewing a film on parent-child relationships, and discussing the causes of disharmony in families may contribute, but they are not enough. Students must experience satisfying interpersonal relationships and see others do so. Classes can provide some opportunity, but clubs, committees, job experiences and other contacts may provide as much or more. The teacher using this approach to curriculum will consider all these possibilities as she tries to help her students attain the desired competences.

What does this have to do with the structure of home economics? Is it the competences which provide the structure, or do we choose from the structure those relationships which assist in the development of a given competence and plan our teaching accordingly?

If we decide that the competences needed by practitioners form the structure, then, of course, we must identify the practitioners. Are they homemakers? Or must we also include the class of practitioners who are employed in occupations requiring the knowledge and skills of home economics? Are the needed competences different for these two groups, or for these two functions so often performed by the same individual?

Home economics education for employment in sub-professional occupations has, in recent years, added a new dimension at the secondary level. Occupations have been identified in all the "content areas." Does this new emphasis change the structure of home economics? Taken as a whole, the occupations involve the same content areas, the same root disciplines, and some of the same competences. One new competence is added: the development of salable skills.

If any one occupation is considered alone and specialization is desired in this occupation, the content areas involved may be reduced to one, the number of root disciplines may be smaller, and the kinds of competences needed may have a narrower range. But if we assume that the person preparing for this occupation will also need preparation for homemaking, then the specialization can be built onto the general background.

### What is Home Economics?

Let us return to the question with which we began and consider the statement made by the AHEA Philosophy and Objectives Committee. They quoted Ellen H. Richards' statement that "home economics stands for the freedom of the home from the dominance of things and their due subordination to ideals, and the simplicity in material surroundings which will most free the spirit for the more important and permanent interests of the home and of society." And they added the following:

Home Economics is the field of knowledge and service primarily concerned with strengthening family life through (1) educating the individual for family living, (2) improving the services and goods used by families, (3) conducting research to discover the changing needs of individuals and families and the means of satisfying these needs, and (4) furthering community, national, and world conditions favorable to family living.

Home Economics synthesizes knowledge drawn from its own research, from the physical, biological and social sciences and the arts and applies this knowledge to improving the lives of families and individuals, its concern is with these aspects of family living:

- (1) family relationships and child development
- (2) consumption and other economic aspects of personal and family living
- (3) nutritional needs and the selection, preservation, preparation, and use of food
- (4) design, selection, construction, and care of clothing, and its psychological and social significance
- (5) textiles for clothing and for the home
- (6) housing for the family and equipment and furnishings for the household
- (7) art as an integral part of everyday life, and
- (8) management in the use of resources so that values and goals of the individual, the family, or of society may be attained.

Though home economics is not the only professional field dealing with one or more of these aspects of living, it is the only field concerned with all of them, with their interrelationships, and with the total pattern which they form. It is the only field concerned with helping families shape both the parts and the whole of the pattern of daily living. The emphases that it gives to various aspects of living are determined by the needs of individuals and families in the social environment of their time.

Home economics prepares professional personnel to carry out its objectives through education, research, social welfare and public health, dietetics and institution administration,

and business. It works co-operatively with other fields of education but assumes a unique responsibility for helping girls and boys, women and men, to achieve wholesome, happy lives. It shares with other fields the responsibility for developing perceptive, well-informed citizens with the ability and the will to further conditions favorable to effective living.<sup>16</sup>

Do we now have a definition of home economics which will enable us to define its structure? If we might be so presumptuous as to examine critically this statement, we might raise questions such as these:

In the first paragraph of the statement, is the third suggested way of strengthening family life, i.e., conducting research to discover the changing needs of individuals and families and the means of satisfying these needs, a bit inclusive? Have we here again a function of all of science rather than of home economics?

Is it the job of home economics to "further community, national, and world conditions favorable to family living, or is this a function of individual home economists as citizens, just as it is a function or responsibility of all citizens? Or is it a function of professional organizations such as the American Home Economics Association?

In the second paragraph, why is "art as an integral part of everyday life" listed as an aspect of family living with which home economics is concerned, and "chemistry as an integral part of everyday life" is not? Or psychology or any one of several other disciplines?

Why are consumption and management separated, and why is "textiles for clothing and for the home" listed as a separate "aspect"? Is this not included in the other two aspects concerned with clothing and housing?

Of course, it is easier to criticize a definition or statement than it is to construct one. What is the organizing principle around which the structure of home economics can be built? Perhaps it is the functions of the family.

Stern has made an interesting analogy between his field of industrial education and that of zoology. After noting that the animal world contains well over one million distinct species, he asks:

In such a varied and extensive field, how is it possible to teach in any systematic manner? Assuming that boys and girls would study zoology exclusively from age five to age eighteen, devoting six hours per day, five days per week, forty weeks per year, it would be possible to spend exactly one minute on each specie, if we excluded the extinct species.

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<sup>16</sup>Ibid., p. 680.

Such a curriculum proposal would indeed be preposterous. Other subject areas must also be provided for. In addition, it is questionable whether such an approach to teaching zoology would be effective. It is quite likely that students in their senior year would have long since forgotten those species that were covered when they were in first grade.

We would all agree that it would be nothing less than sheer madness to attempt to teach zoology in this manner. In fact, the subject cannot even be understood in this disordered and unsophisticated framework. Obviously what is needed is a defensible structure within which all of this information may be properly classified. One could even argue that without such a structure it is inappropriate to refer to a body of knowledge in the field.

Researchers in the life sciences have courageously grappled with the problem of ordering, and thus understanding, this vast body of information. The entire animal world is organized in what is known as the phylo-genetic tree....

I submit that we have not devised a defensible classification system in which the body of knowledge appropriate to our subject area can be organized. While my son, who is in junior high school, studies respiratory systems, glandular systems, circulatory systems, and excretory systems in biology, he studies plastics fabrication, metal working, and woodwork-ing in industrial arts. The equivalent in biology would be pigs, fishes, and flatworms.<sup>17</sup>

Perhaps one could substitute sewing, cooking, and baby sitting for Stern's plastics, metal, and wood and have an analogy for home economics! Are we teaching pigs, fishes, and flatworms instead of systems and classifications, i.e., ordered knowledge. There may be times when it is desirable for some purpose to teach sewing. If we, then, call it sewing and not home economics, much confusion can be eliminated.

Stern suggested the functions of industry as an appropriate classification system by which to structure the curriculum of industrial education. He began by dividing the field of industry into two major branches: goods-producing and goods-servicing. Within the first he identified five functions: (1) fundamental and applied research, (2) product and process development, (3) planning for production,

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<sup>17</sup>Stern, Jacob. From an address entitled, "Functions of Industry Approach to the General Shop," presented at the 36th annual convention of the Illinois Vocational Association, February 26, 1965.

(4) manufacturing, and (5) distribution. Under each of these he identified sub-functions.

Is a similar classification of home economics possible via the functions of the family? What are the functions of the family? Surely one is to reproduce the race, at least until we reach the Brave New World! Perhaps the rest could be subsumed under a second: to maximize the satisfactions of its members. Sub-categories of the latter might be physical and psychological. Our traditional "content areas" would find their place, but it might be clearer that we were teaching the nutritional aspects of food to maximize the physical satisfactions of family members and the aesthetics of table settings to maximize psychological satisfactions than it is now when we simply teach "foods" as a unit, sometimes without relating it to anything.

Martin states that a kind of knowledge is to be understood in terms of four elements: (1) the kind of proposition that is sought, (2) the method used to seek it, (3) the nature of the evidence to which appeal is made, and (4) the relation of this kind of knowledge to other kinds of knowledge.<sup>18</sup>

What kinds of propositions do we seek in home economics, and how do we go about seeking them? What kinds of evidence do we accept as "proof" for our propositions? If a layman asked a group of physicists or biologists what kinds of relationships their field is seeking to discover, probably any one of them would have a similar answer. Even the layman might have a general notion that biologists are trying to learn more about the genetic code, for example. But how would a group of home economists answer such a question? Are there any relationships which the field of home economics has agreed need to be discovered or explained? Should there be?

#### National Curriculum Project in Home Economics

Some attempts have been made, especially since the recent developments in mathematics, physics, and some of the other fields, to provide a structure for home economics. The most extensive of these attempts has been the national curriculum project of the Division of Vocational and Technical Education, U.S. Office of Education, which began in 1961 with a conference called "to consider how a national group might give leadership to a re-examination of the home economics curriculum in the

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<sup>18</sup>Martin, William Oliver. "The Structure of Knowledge in the Social Sciences," in Education and the Structure of Knowledge, Stanley Elam, editor, Chicago, Rand McNally & Co., 1964, p. 197.

secondary school."<sup>19</sup>

"The group decided to focus on one element of the curriculum--subject-matter content. They believed that to get at a rationale for home economics at the secondary level through defining the structure and the content in terms of basic concepts and generalizations in the various subject-matter areas would provide valuable resource material for curriculum development at state and local levels."<sup>20</sup>

The project continued its work by sponsoring seven workshops in cooperation with selected colleges of home economics to give home economics educators, teachers, supervisors, and subject-matter specialists an opportunity to identify concepts and generalizations in each content area. The seventh workshop, held at the University of Missouri in June, 1964, brought together persons from all the previous workshops who reviewed again the work that had been done and began preliminary work on suggestions for using the outlines in curriculum development. The basic concepts and generalizations were organized into these areas: (1) human development and the family, (2) home management and family economics, (3) food and nutrition, (4) housing, and (5) textiles and clothing. Here we see that in this project the "content areas" were used as a basis for defining the structure of the field. The following outline shows the major headings and sub-headings for each of the five areas and the complete outline for one, Human Development and the Family, as prepared by the Missouri workshop.<sup>21</sup>

#### Home Management and Family Economics

##### I. Environmental influences on individual and family management

###### A. Societal

###### B. Economic

##### II. Managerial processes

###### A. Decision-making

###### B. Organization of activities

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<sup>19</sup>Mallory, Berenice, "Curriculum Developments," in the Bulletin of the National Association of Secondary-School Principals, Vol. 48, No. 296, December, 1964, A New Look at Home Economics. p. 52. The following summary of the project is adapted from this article.

<sup>20</sup>Ibid., p. 53.

<sup>21</sup>Quoted by permission from duplicated material, "Curriculum Resource Material: Conceptual Framework and Generalizations in Home Economics," distributed by the U.S. Office of Education.



### III. Effective elements in management

- A. Resources and their utilization
- B. Values, goals, and standards

## Food and Nutrition

### I. Significance of food

- A. As related to cultural and socioeconomic influences
- B. As related to nutrition
- C. As related to physiological and psychological satisfactions

### II. Nature of food

- A. Chemical and physical properties
- B. Factors affecting change in properties of food

### III. Provision of food

- A. Production
- B. Consumer practices
- C. Protective measures
- D. Management of resources

## Textiles and Clothing

### I. Significance of textiles and clothing to the individual in society

- A. Interrelationship of clothing and culture
- B. Social and psychological aspects of clothing
- C. Clothing as a medium for artistic perception, expression, and experience
- D. Textiles and clothing in the economy
- E. Physiological aspects of textiles and clothing

- II. Nature of textiles and clothing
  - A. Textiles
  - B. Garments
- III. Acquisition and use of textiles and clothing
  - A. Selection
  - B. Use and care
  - C. Responsibilities of consumers

### Housing

- I. Influence of housing on people
  - A. Physical and psychological
  - B. Social
- II. Factors influencing the form and use of housing
  - A. Designing
  - B. Selecting
  - C. Building
  - D. Financing
  - E. Furnishing and Equipping
  - F. Managing
  - G. Maintaining

### Human Development and the Family

- I. Universality of individuals and families
  - 1. In all known societies there is a recognized unit that assumes the functions of child bearing, child rearing, regulation of behavior, and economic support.
  - 2. Cultural patterns are transmitted from one generation to another primarily through the family (1). (Numbers refer to Glossary of Terms at end of section.)

3. There are more similarities in family patterns within one culture than there are in family patterns of different cultures.
4. Every known society and every individual has values which give direction to behavior and meaning to life.
5. In all societies the individual's place within the society depends primarily upon age and sex.
6. Within each individual there is an urge to grow (2) toward his fullest potential.
7. There is a universal and irreversible pattern of individual human development (3).

## II. Uniqueness of individuals and families

1. Each individual is unique and this uniqueness helps to account for variations in family units within the same culture.
2. There is a reciprocal relationship between the family and society.
3. Each individual family member affects and is affected by his family.
4. Cultures differ according to what is considered acceptable and normal behavior.
5. Since every individual, every family, and every society is unique, the process of socialization (4) is different for each individual.
6. Each individual differs from every other individual in his inherent potentialities.
7. Each individual is unique in his potentialities and in his pattern and rate of development.

## III. Development and socialization of the individual

1. Development is continuous and proceeds in an orderly sequence with periods of acceleration and deceleration occurring in each phase of development.
2. When one aspect of development is taking place at an accelerated rate, other aspects may seem to be on a plateau.
3. Critical periods occur throughout the life span during which an individual's total development, or some aspect of it, is particularly sensitive to environmental influences.

4. The human organism has a great capacity for physical, mental, and social self-repair and for adaptability.
5. To the extent that an individual's developmental needs are met as they occur, he is free to move toward his full potential.
6. To the extent that an individual's developmental needs are met consistently and in an atmosphere of emotional warmth and love, he seems to develop a basic trust in himself and in the world around him.
7. Situations conducive to the development of self-respect are those in which the individual is valued as a person of intrinsic worth and dignity.
8. Maturation is change in structure that cannot be measured in amount by means of a standard measuring scale, but can be appraised by reference to an orderly sequence of qualities, features, or stages.
9. Maturity is revealed in an individual's use of the resources available to him to develop his potentialities.
10. A mature adult copes (5) with his environment, shows a certain unity of personality, and is able to perceive and accept the world and himself realistically.
11. The human organism is an open, dynamic system, constantly taking in stimulation from its environment, and constantly behaving in response to the stimulation; such behavior, in turn, affects and changes the environment.
12. Modeling (6) is a particularly effective technique for learning roles, attitudes, and values.
13. When an individual experiences satisfaction from the results of a particular pattern of behavior, he is likely to incorporate that pattern into his behavior.
14. The sense of self (7) grows gradually and continually as the individual participates in an ever-widening environment.
15. Creativity is the capacity to innovate, invent, or reorganize elements in ways new to the individual.
16. In the process of self-development the individual builds up a set of values which are important criteria for his decision making.

17. Value systems are developed as a person's needs are met, as he thinks about and reacts to his experiences, and as he adjusts to change.
18. Some of the most influential and compelling values are held unconsciously.
19. The more accurately the individual perceives his values, the greater his ease in choosing among alternatives of action.
20. Socialization results from a continuous interaction of the individual and his environment.
21. An optimal atmosphere for the socialization process in our society seems to provide a combination of affection and control.
22. Each person's behavior is influenced by the attitudes, values and interpretations of his environment that he has accumulated through his experiences.
23. Values are learned from early and continued experiences in the family, with peer groups, and in the community.
24. The needs of parents and children are sometimes complementary and at other times conflicting.
25. The individual's interpretation of his own role (8) and of the roles of other family members influences his interaction within the family.
26. Families and communities share responsibility for offering children and youth opportunities for education, for maintaining physical and mental well-being, for recreation, for protection from danger, and for developing religious faith.

#### IV. Challenge and creative possibilities of change

1. The task of socialization is more complex in societies where there is rapid social change.
2. Social change resulting from technological advances, political strategy, and newly emerging or absorbed ideologies places strain on cohesion within and between families.
3. Individuals resist change.
4. Change generally occurs first in the material aspects of culture; this in turn produces change in the nonmaterial culture.

5. Technological changes, advances in science, and improved communication and transportation have resulted in other social agencies assuming some of the responsibilities traditionally performed by the family.
6. When individuals understand change and have some methods and resources for coping with it, they can be a force in determining the direction of change.

### Glossary of Terms

1. The family in America: the basic social institution composed of persons united by ties of marriage, blood, adoption, or by common consent; characterized by common residence and economic cooperation.
2. Growth: change in amount or degree of a bodily attribute (structure) which can be measured by means of some standard measuring scale.
3. Human development: all processes of change both in the body itself (structure) and in its behavior (function), from conception through old age.
4. Socialization: a process whereby the individual learns the ways of a given culture; involves learning to know himself as well as his environment.
5. Coping: purposeful problem-solving behavior.
6. Modeling: the process whereby an individual incorporates into his own behavior the perceived behavior of another with whom he identifies intentionally or unintentionally.
7. The self: a composite of the individual's thoughts, abilities, feelings, values, and perceptions of his roles, as well as his concept of himself.
8. Role: a function assumed by an individual or a group in a particular situation.

The foregoing has been produced with great expenditure of time and effort by those leaders in the field who participated in the conferences and workshops. The entire profession is in their debt, and their work should be extremely useful to all home economists. It is not considered finished nor will it ever be, for these and other leaders will continue to revise as new ideas and new knowledge emerge.

Nevertheless, this work still does not represent "eureka" in our search for the structure of home economics. What is the organizing principle which forms the basis for the structure outlined in these concepts and generalizations?

Budewig says that the "significant ideas and concepts that constitute the warp and woof of home economics...need to be identified and systematically organized through historical research if we are to know the true nature of our field."<sup>22</sup> Have we done sufficient historical research?

Brown suggests that this work may have been premature. She states:

If home economics is to grow up as a field, home economists must give attention to the logical foundations of its field. This would include such matters as central value-orientation, sub-values relevant to the central one, major questions to be answered, methods of inquiry appropriate, and, eventually, the most difficult of all, a logical structure to knowledge in the field. This would be called by some philosophical study of the field. The selection of concepts and generalizations in isolation from and prior to other logically necessary considerations may be an interesting exercise but it cannot build a systematic body of knowledge. Such an activity after certain other logical tasks are completed would be useful but it will also yield different results than when attempted without logical grounds.<sup>23</sup>

Is there any central value-orientation discernible in the material presented?

State and local groups have also attempted to identify concepts and generalizations. In New York the Home Economics III course entitled Personal and Family Relationships is built around four concepts: (1) the nature of the family, (2) interrelationships among families, (3) establishment of the family, and (4) aspects of home living influencing family relationships.<sup>24</sup> The differences between these and the four concepts identified by the national project in the area of Human Development and Family are more noticeable than the similarities. Of course, the purposes were not entirely the same, and the national project included child development which the New York group placed in another course.

A subcommittee of the Illinois State Curriculum Workshop, attempting to prepare an outline for a special interest course in management, developed the following generalizations regarding the process of management.<sup>25</sup>

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<sup>22</sup>Budewig, op. cit., p. 15.

<sup>23</sup>Brown, op. cit., p. 29.

<sup>24</sup>Mallory, op. cit., p. 60.

<sup>25</sup>From unpublished material, produced in June, 1963, by Genevieve Crouse, Hattie Lundgren, and Hazel Spitze.

## Focus on Management

### I. Definition

Home management is a process of making decisions regarding the use of family resources to achieve family goals.

### II. The Management Process

Management is a learned process including recognition of a problem, examination and exploration of alternative solutions, choice among alternatives, execution and adaptation of plan chosen, and evaluation of results.

#### A. Recognition of problem

The thinking involved in decision making occurs when a problematic situation is recognized.

A feeling of doubt, uncertainty, dissatisfaction, or unrest indicates a problematic situation.

Defining a problem is a first step in its solution.

Breaking a problem into sub-problems may facilitate its solution.

#### B. Examination of alternative courses of action

Present and attainable resources influence possible alternatives.

Family resources include each member's value system, time, energy, talents, skills, knowledge, possessions, and purchasable commodities.

A value is a thing prized or a belief held strongly enough to influence action.

An individual's values are influenced by family, education, religion, socio-economic status, community associations, and societal values.

Family resources include those provided by the community such as libraries, health services, recreational facilities, highways, police and fire protection, churches, and schools.

Relationships between or among family members influence total individual or family resources.



Understanding the interdependence, interrelation, substitution, and alternate uses of resources influences the total resources of the family.

The way in which present resources are used extends or reduces total family resources.

Family goals affect possible alternatives.

Clarification of values provides a basis for the setting of goals.

Consideration of the means is essential to achieving the goal.

The drive toward achievement of a goal is related to the desirability of the goal to those involved.

Societal values and customs influence possible alternatives.

Anticipation of probable consequences of each alternative influences the thoroughness of the examination.

#### C. Selection and execution of a plan of action

Human relationships are influenced when all who are affected by a decision are participants in making the decision.

Choice among alternatives involves consideration of resources, goals, and anticipated consequences.

Flexibility in the choice and execution of plans aids in progress toward goals.

As plans are executed, continuous evaluation may reveal new alternatives and needed adjustments.

#### D. Evaluation of action taken

Evaluation of action taken affects future decisions.

Evaluation of a decision is made by comparing actual consequences with those anticipated when the decision was made.

### III. Outcomes of Using the Management Process

#### A. Effect on human relationships

As man's skill in the use of the management process increases, human relationships are affected.

B. Clarification of values and goals

Use of the management process aids in the clarification of values and goals.

C. Effect on ability to make long-term plans and to progress toward long-term goals

Practice in the use of the management process contributes to one's ability to make long-term plans and to progress toward long-term goals.

D. Relation to resource development

Increase or decrease in one's resources is related to his skill in the use of the management process.

E. Influence on use of resources

As the management process is employed, one's use of resources is influenced.

Here, again, differences are noted between the work of this group and the national project. The definition offered by the latter stated that "home management includes decision-making and the organization of activities involved in the use of resources for defining and achieving goals of families";<sup>26</sup> hence, even the definitions differ slightly.

Another interesting attempt to structure a portion of the field of home economics has been made by an entirely different kind of group, the Parent Education Project at the University of Chicago, working under a grant from the Fund for Adult Education. The purpose of the program was to develop and try out materials and methods for the use of study-discussion groups of parents to aid them in rearing their children. Begun in 1953, the project was extended to thirty-six states and four Canadian provinces, and has resulted in the publication of a three-volume series entitled, Parenthood in a Free Nation, and a Manual for Group Leaders and Participants.<sup>27</sup>

Staff members in this project sought the judgment of a panel of competent scholars as a means of validating a list of concepts on which to base their work. The organizing principle for these concepts was the

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<sup>26</sup>U.S. Office of Education. "Curriculum Resource Material," op. cit., p. 7.

<sup>27</sup>Kawin, Ethel. Parenthood in a Free Nation. 3 vol. New York, The Macmillan Co., 1963. The Manual is published and distributed by the American Foundation for Continuing Education, 19 South LaSalle St., Chicago 3, Illinois.

"major, essential characteristics of mature, responsible citizens in a democratic, free society."

They identified six such characteristics: (1) feelings of security and adequacy, (2) understanding of self and others, (3) democratic values and goals, (4) problem-solving attitudes and methods, (5) self-discipline, responsibility, and freedom, and (6) constructive attitudes toward change. These concepts and ways to use them in teaching are thoroughly discussed in the three volumes, separately titled, Basic Concepts for Parents, Early and Middle Childhood, and Later Childhood and Adolescence.

Although this material was prepared for use with parent groups, it should prove helpful to high school home economics teachers who work in the area of child development.

No doubt many other attempts will be made to structure home economics before we are satisfied, and even when the job is "finished," we shall consider the product tentative. And additional questions will be raised, such as: Which of these concepts and generalizations that form our structure are so basic and so important that everyone should understand them? And which would be just "nice to know"? Which ones are essential for only some people? Which people? When should each one be taught?

### The Trump Model

Trump has made some interesting curriculum suggestions for home economics based on two assumptions: "(1) It is essential that all boys and girls be educated for their present and future homemaking roles; and (2) home economics education must be revised to make it a more vital subject."<sup>28</sup>

He suggests that we "identify the knowledge, skills, and attitudes that are essential for all boys and girls as they participate concurrently and also prepare for their future roles in home and family living" and that we "organize it logically and sequentially to cover a thirteen-year period." He classifies the content as "essential" for all, "desirable" for most, and "enriching" for specially talented students. His curriculum model follows.

Whether or not one agrees with all or parts of Trump's model, it does contain some interesting ideas. One of these, which he does not mention as such (at least not in the article in the NASSP Bulletin) is the idea of spiraling the curriculum; that is, introducing a concept or

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<sup>28</sup>Trump, J. Lloyd. "Home Economics: A Look into the Future," in Bulletin of the National Association of Secondary-School Principals, Vol. 48, No. 296, p. 80.

## Home Economics Curriculum Model

Present Grade Equivalent	Age	Basic Education for All			Depth Education for Some		
K	5	Planned study, informal in treatment of such topics as: relations with family and other persons, care of clothing, respect for others, consequences of acts, problem solving, group planning, personal responsibility for beauty in home and school, etc.			Very little at this point		
1	6						
2	7						
3	8						
4	9	Personal and family health Food habits and practices Care and selection of clothing Care of home and surroundings Safety and sanitation, Table manners - service, Duties of family members Personal and family finances The arts in the home, clothing etc. Food and nutrition Clothing and textiles Home management Child study and family relations			From time to time, some students make special, but limited, studies of selected phases of these subjects—to explore their personal talents and interest, and to motivate other students		
5	10						
6	11						
7	12						
8	13						
9	14						
10	15	Review, reinforcement, and updating: special presentations, discussions, and independent study			<i>Level 1</i> Student spends 25-50 hours on some topic: e.g. Survey of housing or Food habits in India	<i>Level 2</i> Individual or group works for a semester e.g. Planning and furnishing a new home, or Health and home nursing	<i>Level 3</i> Rigorous courses: e.g., Foods, Clothing, Child Study, Principles of Design, or Consumer Economics
11	16						
12	17						
Adult Education		ESSENTIAL KNOWLEDGE	DESIRABLE KNOWLEDGE	ENRICHING KNOWLEDGE			

Note: During K-3 (primary period), "home base" teachers do most of the teaching with home economics teachers assisting and making some presentations—in a team teaching relationship. Grade 4 and above programs are taught by home economics teachers in teaching teams, using *large-group instruction* for presentations, films, television, and the like, and *small group discussion* for personal interaction, problem-solving, and communication, and *independent study* in home economics laboratories.

relationship early and coming back to it repeatedly, each time at a more advanced level. For example, he suggests "relations with family and other persons" at the primary level, returns to it as "child study and family relations" at the intermediate level, and permits special study in these areas in the high school. One might question his postponing many of the topics until fourth grade or higher; perhaps he is merely introducing an idea and leaving the precise concepts to the decisions of home economists. These decisions will not be easy to make, but perhaps the following may stimulate some thinking.

### A Suggestion

We submit the relationships below as some of the ideas so basic and so important that all should understand them and that should be begun in the kindergarten or earlier. The order is arbitrary.

- (1) Diet affects health.
- (2) Foods vary in nutritive value.
- (3) Methods of preparing and storing food affect nutritive value.
- (4) Clothing and appearance affect the self-concept.
- (5) Fabrics differ in durability, appearance, and care required.
- (6) The family has functions no other institution performs.
- (7) The behavior of each individual member affects the happiness of all the family.
- (8) Cooperation promotes family harmony.
- (9) Family values affect the values of individual members.
- (10) Open communication among family members promotes family harmony.
- (11) Observance of rules and laws affects family and other human relationships.
- (12) Development of skills of family members increases family resources.
- (13) Using facts to influence decisions increases the probability that the decisions will have satisfying consequences.
- (14) Involving in the making of a decision or rule all those who will be affected by it promotes harmonious relations and increases the probability that the decision or rule can be carried out.

- (15) Comparison shopping aids the consumer in making purchases with lasting satisfaction.
- (16) The kind of housing a family has affects relationships among members.
- (17) Housing costs vary with type, size, location, and construction materials.

And others...

Other ideas so basic and important that all should understand but which would be introduced later might also be identified. An example is "Grain affects fit," which would probably be uninteresting and without meaning to a kindergartener but which could be introduced in the upper elementary grades. Another example is "Understanding of sex affects marital adjustment" which could be introduced at least by the early junior high years.

It might be interesting to experiment with "spiraling" one of the relationships in the first list throughout the curriculum. Any one of them might be chosen; we shall look at no. 12, Development of skills of family members increases family resources.

If one wished to help pre-school and kindergarten children begin to understand the generalization that "development of skills of family members increases family resources," he might teach some simple skills of household and garden, skills in the use of materials to avoid waste, ability to run simple errands, and skills needed to stay in good health. At school the teacher might provide opportunities for learning in such activities as the following. At "sharing time" she could ask, "What did you do to help at home today?" And as each contributed she could suggest how this enabled the family to function at a higher level--in language the children could understand, of course. They could play a game called "Where does it go?" and as things were put in place, the teacher could point out how knowing where things go and helping to keep them in place aids group functioning at school or at home. Errands to the principal's office or the library might be used in the same way. An excursion around the school yard, with the maintenance man explaining how he takes care of it, might teach and urge children to cooperate at home. As school materials are used economically and reason given for procedures advocated, the teacher could suggest that waste at home also reduces family resources. Health could be related to the resources of time and energy as well as money, as health rules are learned and practiced. If there is an injury, the children see it treated and hear a simple explanation. If they become ill, they can see that now they cannot do their "jobs" and someone has to use extra time to care for them as well as pay the doctor and buy the medicine. Even young children can begin to understand such relationships as these and others such as: If you drink from the same glass as a person with certain diseases, you are likely to get the disease.

In the elementary years, children can learn to do more complicated yard and garden work, they can take on more difficult household tasks, they can begin to develop shopping ability, and they can see something of how human relations skills affect family resources--as well as continuing to develop those begun earlier. Here the teacher might point out how "production" goes down when people don't get along--in a situation where they actually are having problems of this sort. She might lead them in a real shopping experience as they plan to buy something for their room, the playground, food for a picnic, or a gift for the janitor. Or they might make someone a present and note the relation of the resources of time and money. They might plan family recreational activities that save money and promote good relations. Home projects might be encouraged in some cases.

In the junior and senior high school, further development of the above can be expected and additional skills acquired such as making, repairing and caring for clothing, minor household repairs, and skills in locating and using information. They may also develop salable skills and actually increase the family's total income. Experiences here include the usual laboratories (accompanied by discussions of how the skill being learned is related to family resources), field trips, work experience, participation in experiments, and actual experience in seeking out knowledge needed to solve some problems, such as doing a household repair job or making a decision about a family purchase.

In adult education, students continue to develop skills begun earlier, sometimes with different emphases, and they may develop new ones. They are likely to be interested in consumer problems, they may want to learn skills like upholstering, furniture refinishing, wood-working, and appliance repair. They may need to develop skills in the use of community resources. Demonstrations and laboratory work may be indicated in some cases, field trips and resource persons may aid understanding of community resources (such as health, recreation, education, protection, etc.), and actual group decisions in consumer buying may benefit students in adult classes. They may also need help in developing skills in locating and using information.

In college and graduate school, manipulative skills will receive less emphasis, and more will be placed on human relations skills and those needed to acquire knowledge. In addition to experiencing the relationship, undergraduates may study research pertaining to our generalization that "development of skills of family members increases family resources." And graduate students may do research, such as a project to measure the degree and variety of skills in a family and their relation to its income. But the same basic relationship continues to be of importance throughout the curriculum; and if one waits until the middle or later years of schooling to begin, the task of learning may be more difficult.

### Does the Structure of Home Economics Change?

The answer to the question of whether the structure of home economics changes is likely to be affirmative regardless of which type of structure one wishes to accept. If it is based on the functions of the family, it will change as these functions change. If the disciplines of psychology, sociology, etc., discover that the family system is not "best" for the individual, then the structure might even crumble.

If competencies are used to structure the field, the structure will change as needed competencies change; and they surely will with increasing technology and other societal changes.

If "content areas" form the structure, these, too, will change. Witness the decrease in home food preservation and the differences in home laundry practices in the past twenty years.

And, in any case, the root disciplines from which we draw for our derivative field will continue to change as additional research discovers new relationships. Hence, the field of home economics is not static, but it is stable enough to be useful, and we need not feel that we are in a constant earthquake.

### Why Do We Need a Structure for Home Economics?

"Structure," according to the editors of The Structure of Knowledge and the Curriculum, "is not a difficult concept. It refers to the parts of an object and the ways in which they are interrelated."<sup>30</sup> Schwab, in the same volume, states that "the problem of organization (of the disciplines) is a problem of classification primarily."<sup>31</sup> And Phenix says that "categorization (or classification) has as its main function the simplifying of understanding."<sup>32</sup> Taking these three ideas together, we have one important answer to the question of why we need a structure for home economics. If we can classify or categorize the parts of the field and show how they are interrelated, we can simplify our subject matter and make it easier to understand.

There are other reasons, too. Smith lists four: "(1) Teaching will be more effective if it incorporates the ways the elements of

<sup>30</sup>Ford, G. W., and Lawrence Pugno, editors. The Structure of Knowledge and the Curriculum. Chicago, Rand McNally and Company, 1964, p. 2.

<sup>31</sup>Ibid., p. 15.

<sup>32</sup>Phenix, Philip H., "The Architectonics of Knowledge," in Education and the Structure of Knowledge, Stanley Elam, editor, Chicago, Rand McNally & Company, 1964. p. 45.



knowledge are related logically. (2) What is learned will be retained longer if it is tied into a meaningful cognitive structure. (3) What is learned will be more readily transferable if it is tied into a system of knowledge. (4) The categories of the curriculum (subjects) are somehow related to the categories of knowledge and that knowledge can be categorized in ways more conducive to learning than is ordinarily done.<sup>33</sup>

Bruner noted some of the same functions of structure, i.e., that "understanding fundamentals makes a subject more comprehensible"; that "understanding of fundamental principles and ideas appears to be the main road to adequate 'transfer of training'"; and he adds: "The fourth claim for emphasis on structure and principles in teaching is that by constantly re-examining material taught in elementary and secondary schools for its fundamental character, one is able to narrow the gap between 'advanced' knowledge and 'elementary' knowledge."<sup>34</sup> He also suggested that "understanding of structure enables the student to increase his effectiveness in dealing intuitively with problems" and that "mastery of the fundamental ideas of a field involve...the development of an attitude toward learning and inquiry." He emphasized the importance of "a sense of excitement about discovery--discovery of regularities of previously unrecognized relations and similarities between ideas, with a resulting sense of self-confidence in one's abilities."<sup>35</sup>

Others have expressed the latter idea as translating subject matter into forms that permit the student to experience the delight of discovering intellectual relations. Many educators are stressing the importance of lifelong learning, and certainly one factor influencing whether one will continue to learn after schooling is over is whether he found delight in discovering intellectual relations. Another factor is whether he found his learning useful, and many writers on the structure of knowledge have pointed out that the broad generalizations of a field are more useful than the bits and pieces of information that have sometimes been taught instead.

Phenix points this out when he says that "for the educator, the functions to be served by classifying knowledge are two: learning and use. The teacher needs knowledge organized in such a fashion that the most progress in learning takes place in the least time. He also wants knowledge organized in such a way as to be as useful as possible to the learner in meeting the demands of life in nature and society."<sup>36</sup>

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<sup>33</sup>Smith, B. Othanel, in the Introduction to Education and the Structure of Knowledge, op. cit., p. 3.

<sup>34</sup>Bruner, Jerome S. The Process of Education. Cambridge, Mass., Harvard University Press, 1962. pp. 23-25.

<sup>35</sup>Ibid., pp. 63, 20.

<sup>36</sup>Phenix, op. cit., p. 47.

Another reason that we need structure is that single propositions have no meaning when standing alone.<sup>37</sup> Concepts are important only when they are related to other concepts. In other words, structure gives meaning. To illustrate in home economics: it is of no importance that a student learn the concept protein unless he or she learns it in relation to other concepts such as food and health, or on a more advanced level, such other concepts as amino acids, muscle tissue, or regulation of body processes. These relationships form the structure.

Schwab notes an additional function of structure when he says that "to know what structures underlie a given body of knowledge is to know what problems we shall face in imparting this knowledge."<sup>38</sup> If we know that the structure is simple or that it is embedded in common-sense knowledge, then the instruction can begin with the very young and will be relatively easy. In more complex areas which are not often used in everyday life, instruction will be more difficult and require more careful planning by the teacher. If teaching methods are sufficiently ingenious, however, quite sophisticated relationships can be taught to the young, as Lippitt has demonstrated at second- and third-grade levels with aspects of group dynamics.<sup>39</sup>

Understanding the structure of a field helps one to make decisions and value judgments in areas related to the field. But the structure does not include any judgments. As Scriven has said, "education is aimed at the transmission of the facts...and skills that are needed to make the choices a responsible citizen must make." When national groups in social studies stated their purposes as the "development of desirable socio-civic behavior" or the "transmission of the values of our culture," Scriven labeled them "rubbish"! He added that teachers have the right and duty of "placing in front of the individual certain facts about the alternatives that are open to him politically and socially, and teaching him the skills that are necessary to assess those facts."<sup>40</sup>

Scriven suggests an interesting approach to the teaching of social studies which might be adapted to home economics. He asks that a particular problem--for example, the problem of poverty, integration, urbanization of family life, or the like--be considered and treated in the different ways that professional scientists from each of the various

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<sup>37</sup>Schwab, Joseph J. "Problems, Topics, and Issues," in Education and the Structure of Knowledge, op. cit., p. 36.

<sup>38</sup>Schwab, Joseph. "Structure of the Disciplines: Meanings and Significances," in The Structure of Knowledge and the Curriculum, op. cit., p. 13.

<sup>39</sup>A brief description is included in Michael Scriven's "The Structure of the Social Studies," in The Structure of Knowledge and the Curriculum, op. cit., pp. 93-4.

<sup>40</sup>Scriven, op. cit., pp. 101-102.

"social studies" would, e.g., an economist, a sociologist, a historian, an anthropologist.<sup>41</sup> Could we profit from looking at a problem related to family living through the eyes of the various specialists within home economics, e.g., the nutritionist, the family economist, and the specialists in clothing, housing, and home management?

As Bellack has so aptly stated, "problems in human affairs do not come neatly labeled 'historical,' 'economic,' or 'political.' They come rather as decisions to be made and force us to call upon all we know and make us wish we knew more."<sup>42</sup> Neither do the problems in family life come neatly labeled "clothing," "food," "housing," etc. But if we have learned the structure of home economics, i.e., the parts and their interrelationships, we may be better able to solve them.

At different times in our history, widely different views have been held regarding the way knowledge should be organized and taught in our schools. The traditionalists, according to Bellack, "taught the time-honored subjects as anthologies of separate topics, with the hope that the bits and pieces of information would somehow or other turn out to be useful in the lives of their students. History became a recital of 'one damned thing after another' (the phrase is Toynbee's), civics turned out to be a collection of miscellaneous information about government, and geography was nothing more than a catalogue of facts about places scattered over the globe."<sup>43</sup> If Bellack had included home economics, would he have described it as a series of sewing bees and cooking schools, or a listing of vitamins, cooking terms, architectural types, fabrics, household tools, and color harmonies?

The reaction against the traditionalists was carried to extremes in some cases, and Bellack suggests that schools might well include some of the problem-solving activities which the progressive educators advocated and a systematic study of certain fields of knowledge emphasizing their structure rather than isolated facts. For the former, he recommends a coordinating seminar in which students deal with problems and in which special effort is made to show relationships between fields of study.<sup>44</sup>

To simplify and summarize briefly the advantages of identifying and understanding the structure of home economics, we might list these:

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<sup>41</sup>Ibid., pp. 94-5.

<sup>42</sup>Bellack, Arno A. "Knowledge Structure and the Curriculum," in Education and the Structure of Knowledge, op. cit., p. 274.

<sup>43</sup>Ibid., p. 263-4.

<sup>44</sup>Ibid., p. 275.

- (1) Learning is easier and more efficient.
- (2) Knowledge is more useful.
- (3) Specific facts have more meaning.
- (4) Knowledge is remembered longer.
- (5) Transfer of learning is more likely.
- (6) Curriculum scope and sequence can be planned more reasonably.
- (7) Teaching methods can be chosen more intelligently.
- (8) Learning is more exciting and enjoyable, more likely to be continued.

The structure of a field is certainly an important consideration in making curriculum decisions, but it is only one of the considerations. In other words, understanding of the structure is a necessary but not a sufficient qualification for curriculum planners. In Tyler's words, "the disciplines should be viewed primarily as a resource that can be drawn upon for the education of students...(But) other factors must be considered.... We want to know what is needed today. What kinds of demands are going to be made of our young people? What sort of equipment will they have to have in order to carry on life in the modern world?...

"We also need to look carefully at the particular situation of children and youth at the school that concerns us...the backgrounds of children, what they have learned previously, what kinds of attitudes they have towards learning....

"Then there is the problem of learning and teaching.... Another factor to be considered in curriculum selection is the worth of the material in contributing to human values. How does it help in developing respect for the dignity and worth of every human being? How far does it promote our belief in the importance of intelligence, initiative, and independence? These values which are basic to our society are basically important to curriculum development and need to be taken into account."<sup>45</sup>

Some of these matters will be discussed in other issues of this volume of the Illinois Teacher.

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<sup>45</sup>Tyler, Ralph, quoted by the editors in their Foreword to The Structure of Knowledge and the Curriculum, op. cit., pp. 4-5.

## DRAW ON COMMUNITY RESOURCES TO IMPROVE YOUR CURRICULUM

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and

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Would research of local resources produce qualified persons and appropriate places that could be utilized to give life and variety to your curriculum? If teachers of home economics are to make full use of the valuable curriculum resources available to them, they need to develop a guide or index to community resources and resource persons.

Classroom visits by resource persons and field trips are a part of the home economics curriculum in many schools. Many teachers, especially the beginning teacher or the teacher new to the community, find it difficult to utilize community resources. Frequently these difficulties are due to lack of time, or inaccessibility, but even more frequently they are due to inadequate knowledge of what resources are available.

A survey of any community will reveal a surprisingly long list of persons with special talents or knowledge who could be brought into the classroom as guest speakers to enrich or supplement the traditional textbook source of information. Businesses, manufacturing firms, specialty shops, or community agencies offer an often untapped reservoir for on-the-spot observations of facilities, equipment, procedures, and skills involved in the provision of goods and services necessary for the management of the home and the conduct of the family.

After making a survey of community resources, the home economics teacher who understands the social and educational values of the guest speaker and the field trip will select the most promising and utilize them for curriculum development and improvement. A means for keeping information readily available is the resource file.

A catalog, or guide, made on file cards and indexed according to topic or subject provides flexibility and convenience for the selection

of community resources that would contribute most to the objectives of the curriculum. These cards might also provide a means for administrators and teachers to evaluate the available resources of the community.

The information on each resource card should be complete enough that there would be no difficulty in using the file after a lapse of time. The field trip card should include:

- . Name of business, firm, shop, or agency to be visited
- . Specific location of the place to be visited
- . Description of what is to be seen or information to be obtained
- . Name of the person to contact in order to make arrangements for the visit
- . Limit of persons who can be accommodated on the trip
- . Time required for the trip
- . Time when visitors are permitted
- . Type of home economics class that would benefit most
- . Special information that would be needed by pupils prior to visit
- . Date when card placed in file

A typical 4" by 6" field trip guide card is presented:

TOPIC:	Food services	9/16/65
PLACE:	Allison Restaurant 1440 No. Allison Blvd. (park in reserve space)	
WHAT IS TO BE SEEN:	Quantity food preparation--short orders, meals, special luncheons Training program for waitresses and busboys	
CONTACT:	Robert Johnson, Manager. Phone AX 8-4129	
LIMIT OF PERSONS:	12 maximum--usually broken up into small groups for tours of kitchen	
TIME REQUIRED:	45 to 60 minutes	
VISITING TIME:	By appointment (9:30-11:30 and 1:30-3:30 best)	
CLASS:	Preparation for Wage-earning (Mr. Johnson does a fine job of presenting information about job opportunities and training needed)	

Cards for resource persons might be similar to the following example:

TOPIC: Effective lighting for the home

1/8/64

DESCRIPTION OF PRESENTATION:

Illustrated lecture on effective lighting for kitchens and bathrooms. Models, mock-ups and 35mm slides are used to illustrate major points.

Speaker has had extensive experience with renovating older homes.

CONTACT: Municipal Power Company, Miss Rogers, Personnel.  
Phone: EM 9-3237.

SPEAKER: Mrs. Jean Estes (can be reached at home after 5 p.m.  
AX 6-8723)

TIME AVAILABLE: By appointment. Prefers mornings.

CLASS: Home Furnishings, Co-ed senior classes

PREPARATION OF CLASS: Specialized vocabulary (listed on back)

Since each entry to the resource guide is made on a card, it is easy to revise the guide and bring it up to date.

A community resource index should prove its value to the home economics teacher by accomplishing the following objectives:

1. Permit teachers to screen community resources and use only those that are most worthwhile in meeting the objectives of the curriculum.
2. Provide a permanent file of concise information on community resources.
3. Make possible specific curriculum planning for use of community resources.
4. Help administrators become aware of the quality of the community resources being used by home economics teachers.

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# ILLINOIS TEACHER OF HOME ECONOMICS

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## CURRICULUM DEVELOPMENT IN HOME ECONOMICS EDUCATION

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FOREWORD TO THE ILLINOIS TEACHER OF HOME ECONOMICS,  
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This issue continues the curriculum development series with a look at the needs of the students as a basis for curriculum decisions. Consideration is given to the meaning of "need," the concept of grouping, some principles of learning, and other ideas relevant for the classroom teacher.

An attempt to identify needs of a special group--disadvantaged adults--was made in a research project at the University of Illinois during the current year, and a preliminary report of this study is included in this issue.

The teacher who depends upon the television image of the teenager to identify the needs of her students may be enlightened by a recent investigation that finds this image unrealistic and superficial. A report of this study by Alice Brunner, graduate assistant in Home Economics Education, University of Illinois, concludes the issue.

Hazel Taylor Spitze



## THE NEEDS OF THE STUDENTS AS A BASIS FOR CURRICULUM DECISIONS

Hazel Taylor Spitze, Assistant Professor  
Home Economics Education  
College of Education  
University of Illinois  
Urbana, Illinois

If educators are to be able to communicate in regard to "the needs of the students as a basis for curriculum decisions," certain concepts must be made clear. What is a need? What is a curriculum? Who are the students?

First, what is meant by the concept need as it relates to curriculum? We shall be concerned here with the needs of the individual and his family rather than the needs of society since the latter is considered in another issue of the current volume of the Illinois Teacher. In both cases, though, the definition might be the same. The term has been defined in a variety of ways:

(1) A need results when an object or type of behavior is "dictated by accepted rules or is in some way necessary to what the rules stipulate...."<sup>1</sup> For example, our students need to obey the law.

(2) "One of the criteria for calling something a need is that it be related to some further state of affairs...some objective."<sup>2</sup> If a student has an objective of becoming employed, his needs may involve improved health, development of new skills, a higher level of education, or increased ability to get along with people.

(3) Need may also mean "that which must be changed in order for some value to be realized."<sup>3</sup> The student may value better clothing and need to learn how to sew, mend, and alter, or how to judge quality in ready-to-wear, or how to launder and store clothing for longer wear.

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<sup>1</sup>"Needs and the Needs Curriculum," by B. Paul Komisar in Language and Concepts in Education, edited by B. O. Smith and R. H. Ennis. Chicago, Rand McNally and Co., 1961. p. 29.

<sup>2</sup>Ibid., p. 25.

<sup>3</sup>Jackson, Norman W., "The Understandings Which Adult Educators Have of the Word 'Need' and Their Use of the Word." M.A. Thesis, Indiana University, 1963.

(4) In a similar vein, another writer has said that "needs represent an imbalance, lack of adjustment, or gap between the present situation or status quo and a new or changed set of conditions assumed to be more desirable; i.e., needs may be viewed as the difference between what is, and what ought to be."<sup>4</sup> If an adequate income is thought to be \$5000 and the present income is \$2000, the need is then \$3000. Or, if the "present situation" is a stained garment and the "more desirable situation" is an unstained garment, the need is stain removal knowledge, skill, and equipment.

(5) Or, need may mean the knowledge, experience, or ability which will enable one to solve a practical or scientific problem. The student and his family may need skill in consumer buying in order to live on their limited income. They may need knowledge of nutrition in order to solve some health problem.

Classifications of needs vary, too. The simplest is the two-way classification of "felt" (or consciously recognized) and "unfelt" (or unrecognized) needs. It is generally accepted that a need must be in the "felt" category in order to serve as motivation. Needs recognized by curriculum planners but not recognized by students may affect curriculum decisions, but if they are to affect learning, the curriculum must include activities through which they become "felt" by the students.

A much more complex classification of needs has been offered by Maslow, who arranges them in a hierarchy of potency.<sup>5</sup> He theorizes that those higher in the scale cannot be felt until the lower ones are satisfied although the satisfaction of the lower does not have to be 100% before the higher emerges at some level of potency. His hierarchy includes:

- (1) physiological needs
- (2) safety needs
- (3) belongingness and love needs
- (4) esteem needs
- (5) need for self-actualization
- (6) preconditions for basic need satisfactions (i.e., conditions that must be met in the environment before satisfaction of basic needs is possible; for example, freedoms to speak, defend oneself, seek information, etc.)
- (7) needs to know and understand
- (8) aesthetic needs

Maslow insists that these needs may be either conscious or unconscious, that they are probably more often unconscious, and that conscious needs may be based on unconscious ones. He also states that a given behavior is usually a result of a combination of needs.

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<sup>4</sup>Leagans, J. Paul, "A Concept of Needs," in Journal of Cooperative Extension, Vol. II, No. 2, Summer 1964. pp. 89-96.

<sup>5</sup>Maslow, A. H., Motivation and Personality. N.Y., Harper & Row, Publishers, 1954. pp. 80-102.



A somewhat similar but simpler classification has been suggested by Leagans.<sup>6</sup> In three categories they are:

- (1) Physical needs--food, clothing, housing, activity, and the like.
- (2) Social needs--group status, affection, belonging, and so on.
- (3) Integrative needs--the need to relate oneself to something larger and beyond oneself, a philosophy of life, and so on.

Curriculum planners must accept some definition or combination of definitions in regard to need if this concept is to be a workable part of their decision-making process. Then they can proceed to investigate what the needs of their students are--a problem with which we shall confront ourselves presently.

### Curriculum

The second question we raised at the outset was: What is a curriculum?

(1) "Curriculum is all the child's experiences for which the school is responsible."<sup>7</sup>

(2) "There should be no sharp divisions between subject matter and method, the curriculum and the extra-curriculum, education and guidance, and philosophy and practice. This unified concept is caught up in the learning activities which the school provides for achieving its goals--in short, in its curriculum."<sup>8</sup>

(3) "The curriculum may be most simply defined as, what is taught, how it is taught, and who teaches it. Of these three elements, the last one is the most decisive, since it ultimately determines the first two...."<sup>9</sup>

(4) "A curriculum consists of all those learnings intended for a student or group of students. ...there must be a plan specifying and justifying what students are to do and, hopefully, learn.... Educational

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<sup>6</sup>Leagans, op. cit., p. 95.

<sup>7</sup>Dordick, Margaret B., "Relating the Tasks of Curriculum Development to the Modern Elementary School," in Curriculum for Today's Boys and Girls, ed. by Robert S. Fleming. Columbus, Ohio, Charles E. Merrill Books, Inc., 1963. p. 18.

<sup>8</sup>Alberty, Harold B., and Elsie J. Alberty, Reorganizing the High School Curriculum. Third edition. N.Y., The Macmillan Company, 1962. p. ix.

<sup>9</sup>Morris, J. Russell, "Contemporary Secondary-School Curricular Patterns," in Principles and Practices of Teaching in Secondary Schools, edited by Florence Henry Lee. N.Y., David McKay Company, Inc., 1965. p. 11.

objectives (ends) should provide the first clues for determining the learnings (means) to be arranged in the curriculum."<sup>10</sup>

(5) The term curriculum includes "the objectives sought in the educational program; the learning experiences provided, the way in which the learning experiences are organized into courses, sequences, and the like; and the means used for appraising the progress that students are making."<sup>11</sup>

These definitions are not contradictory, though some are more inclusive than others, and they do indicate the more recent thinking regarding curriculum. They contrast with the earlier, more limited definitions of curriculum as subject matter content alone.

When translated into a lesson plan, a teaching unit or a curriculum plan for an entire school, the broadest definitions would suggest that the plan contain answers to the why, what, how, and whether of teaching; i.e., the objectives, content, methods, and evaluative procedures.

### The Students

Our third question remains to be considered: Who are our students? This question involves other questions: Who takes home economics--at the junior high level, at the high school level, and in adult classes? Are those who take home economics different from those who do not, within the same age range or educational level?

At the 7th and 8th grade level, in schools where home economics is offered, the usual pattern is that all girls are enrolled and few, if any, boys. The course may be as brief as one semester or as long as two years, depending upon the school. We do not know exactly how many schools offer home economics at this level. The most extensive study to date concerning school provisions for home economics revealed that about 95 per cent of the secondary schools in the United States offer home economics, but this study did not include seventh and eighth grades when part of an elementary school nor secondary schools with enrollments of less than one hundred (except in three states). It did state that schools without home economics were more often junior high than senior high schools;<sup>12</sup> hence we can be sure that the percentage of junior high schools with home

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<sup>10</sup> Goodlad, John I., Planning and Organizing for Teaching, a report of the NEA Project on the Instructional Program of the Public Schools. Washington, National Education Association, 1963. p. 25.

<sup>11</sup> Tyler, Ralph W., "New Criteria for Curriculum Content and Method," in The High School in a New Era, edited by Francis S. Chase and Harold A. Anderson. Chicago, The University of Chicago Press, 1958. p. 170.

<sup>12</sup> Coon, Beulah I., Home Economics in the Public Secondary Schools: A Report of a National Study. Washington, U.S. Govt. Printing Office, 1962. pp. 5-6.

economics is less than ninety-five, but we can only make an "educated guess" about the percentage of seventh and eighth graders to whom courses are available.

No attempt will be made here to describe "what junior high school students are like," for other sources have performed this task well. Two previous issues of the Illinois Teacher (Vol. III, No. 4 and Vol. VII, No. 5) have dealt with this age group and contain bibliographies.<sup>13</sup> Understanding of the characteristics of this age group is, of course, essential to our central theme.

Some home economics educators believe that, because all girls in the school are enrolled, the junior high teacher is a key figure in the profession. If girls at this level enjoy, see usefulness in, and are challenged by their home economics course, they are more likely to take it in high school and/or decide upon a career in the field. If, on the other hand, they find it dull, no other teacher may ever have the opportunity to make it exciting.

### High School

At the high school level, home economics is usually an elective rather than a required subject, and enrollment patterns are different. Although almost all high schools offer home economics, the percentage of girls enrolled is only about half of that in the junior high, ranging from 28 per cent in grade eleven to 60 per cent in grade nine. The highest percentage of boys enrolled is in twelfth grade family living classes, but it is still quite low, only 3 per cent.<sup>14</sup>

Again, it is essential that we understand the characteristics of this age group, and the literature to aid in this understanding is increasing.<sup>15</sup>

Are the girls who take high school home economics different from those who do not? It has often been assumed that they are, but little research has been done to find out. Rouner investigated this question in forty-six downstate Illinois public high schools with data from the records of 1,618 girls who graduated in June 1957. She found over two-thirds of those who had enrolled in one or more home economics courses having an IQ of 100 or above; as the amount of home economics taken

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<sup>13</sup> Another more recent reference is Bossing, Nelson L., and Roscoe V. Cramer, The Junior High School. N.Y., Houghton Mifflin, 1965.

<sup>14</sup> Coon, op. cit., pp. 50-51.

<sup>15</sup> For example, Freidenberg, Edgar Z., The Vanishing Adolescent. Boston, Beacon Press, 1959; Kelley, Earl C., In Defense of Youth. Englewood Cliffs, N.J., Prentice-Hall Inc., 1962; Remmers, H. H., and D. H. Radler, The American Teenager. N.Y., The Bobbs Merrill Co. Inc., 1957; Hechinger, Fred M., and Grace Hechinger, Teen-Age Tyranny. N.Y., Fawcett World Lib., 1963; The Annals of the Amer. Academy of Political and Social Science, Teen-Age Culture, Nov., 1961. (This issue edited by Jessie Bernard.)

increased, the percentage of low IQ's also increased. Enrollees tended to come from larger families and to have fewer working mothers and more fathers in agricultural occupations than non-enrollees. Enrollees entered homemaking the first year after graduation almost twice as often, and slightly over half as many attended four-year colleges. They ranked in the top grade-point category slightly over half as often. When IQ was held constant, no significant differences in grade point were found between enrollees and non-enrollees.<sup>16</sup>

A Kentucky study investigated the factors affecting enrollment in home economics and found that the most influential factor was the quality of the program (as perceived by the students). They found that "students who enroll in home economics have higher all-school grade averages than students who do not take home economics. As the amount of home economics taken increases, the all-school grade average decreases. Grade averages in home economics tend to be higher than all-school grade averages."<sup>17</sup>

Definitive answers to our question must await further research. Variations from school to school would probably make generalizations unsafe as predictors or guides for a given program anyway; hence the necessity of knowing one's own students well and using their needs as one of the bases for determining curriculum.

### Adult Students

The most extensive study to date of participants in adult education in the United States was done in 1962 by the National Opinion Research Center at the University of Chicago and is known as "the Johnstone study."<sup>18</sup> From this study it was estimated that of an adult population of approximately 114 million, almost 25 million were engaged in some form of adult education (including programs of independent study).

Of these adults involved in adult education, about one-eighth (or 3,440,000) were studying home and family life subjects. Of this number, slightly over half were studying cooking and sewing, about one-fifth home improvement skills (including interior decoration, building and repair skills), about one-seventh gardening, about one-eighth child care, and

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<sup>16</sup> Rouner, Evelyn I., "A Contemporary Image of the Home Economics Enrollees of Forty-Six Downstate Illinois Public High Schools." Univ. of Ill. doctoral dissertation. Abstract in J. of H.E., March 1962, p. 227.

<sup>17</sup> Simpson, Ruby, Lucile Stiles, and Anna M. Gorman, "Enrollment in Vocational Home Economics Programs in Kentucky." Lexington, University of Kentucky, College of Education, 1963. pp. 47-48.

<sup>18</sup> Johnstone, John W. C., Volunteers for Learning, A Study of the Educational Pursuits of American Adults. National Opinion Research Center, University of Chicago, Report No. 89, 1963.

the remaining few were found in a miscellaneous category including "home-making," budgeting, consumer education, and family or marital relations.<sup>19</sup>

How did these adults study home and family life subjects? About three-fifths were engaged in self-education, one-fourth were in classes, 8 per cent in discussion groups, 6 per cent heard lectures, and 1 per cent or less pursued their study in each of the following ways: correspondence, private teacher, on-the-job training, and educational television.<sup>20</sup>

Where do they take home and family life courses? The three largest "sponsors" for such courses were elementary and secondary schools (25%); community organizations, especially PTA's (28%); and government, especially Extension clubs (21%). Colleges and universities sponsored 8 per cent, business and industry 6 per cent, churches and synagogues 4 per cent, private schools 3 per cent, armed forces 1 per cent, and "all other" 4 per cent. It is interesting to note that home and family life was the only area of adult education in which the high schools played a major role.<sup>21</sup>

Information concerning the sex, age, educational level, race, geographical region, and type of community of the participants was also obtained. Of those who studied home and family life subjects:

77 per cent were female,  
23 per cent male.

As to age:

48 per cent were under 35,  
37 per cent were 35 to 54,  
14 per cent were 55 or older.

Regarding educational level:

12 per cent had completed grade school only,  
57 per cent had completed high school,  
30 per cent had attended college.<sup>22</sup>

Perhaps one could draw a portrait of a "typical" adult student in home and family life education as a young woman with at least a high school education, living in urbanized area, probably with at least one child. But this information would yield little to help us in the

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<sup>19</sup>Ibid., p. 34.

<sup>20</sup>Ibid., p. 51.

<sup>21</sup>Ibid., pp. 61, 64.

<sup>22</sup>Ibid., p. 83.

individual class we might teach. Again, we need to know and plan with their needs in mind. Some classes may be couples, illiterate mothers with large families, or young people who dropped out of school. But more often, our adult class is a very heterogeneous mixture of ages, socioeconomic and educational backgrounds as well as backgrounds and interests.

In these or any other classes, how do we find out the needs of our students?

### Discovering Needs

Any good "methods" text will provide a list of techniques of information to use in finding out the needs of students. Some are suggestive:

questionnaires	observations, in class and out
check lists	class discussions
autobiographies	school records
personal conferences	conferences with other teachers
parent conferences	local newspapers, radio, and
home visits	census records

What causes a teacher to see such a list as practical rather than "textbook theory"? She must have a felt need to know about the present and potential students. In adult education the teacher knows the whole population; in high school it includes those who have dropped out but not presently taking home economics and those who have just left school.

If a teacher has a pleasant and profitable experience in getting better acquainted with a student, if she sees, from Susie's school records, her conference, and her home visit that her projects came in on time, and that there is a spark during class discussions, then she will be more likely to

many thirty-thousand-dollar homes, they may see the futility of trying to interest the students in artistically applied patches or preparatory for low-skill occupations. If, as is more likely, they see a wide variety of home situations and a consequent wide variety of needs and interests in a given class, they may become convinced that all of the students do not have to do the same thing at the same time in the same way and change their teaching procedures to include more individual and small group work instead of whole class involvement every day. They may provide work for students to learn from each other as they share their special talents, interests, and backgrounds.

Leagans<sup>23</sup> states that "people's needs are identified by finding what is actual, the possible, and the valuable [i.e., what ought to be] through a situation analysis. ...In choosing needs on which to focus program, it is necessary to analyze conditions and possibilities and choose the most valuable."

One might raise questions here. Who can decide what is most valuable for another person? Are not the educator's tasks to teach facts and relationships with which each individual can choose his own "most valuable" use of intelligence and to help him see the probable consequences of his choices? In a democratic society each individual has freedom until the society determines, through public policy, to take away some portion. Until this is done, through government and law, can a teacher decide that an individual's behavior is "good" and prescribe it for her students? Would it not be more educative for her to expose the students to the factual relationships which enable them to see the need for changed behavior and then to let them find out how to bring about the change? Can we expect anyone to be motivated by unfelt needs anyway? And if a student did change his behavior simply because someone said it should be changed, without understanding why, is this educative? Would the change be likely to last?

A teacher who conscientiously seeks to understand her students may discover so many that it seems impossible to meet them, and so she must make some choices or determine some priorities. Leagans<sup>24</sup> suggests a list of questions that she might ask in making her decisions, among them

What is the relative significance of the need?

In what way is it significant?

What would likely be the consequences if no effort is made

homemakers do not use or need these skills as did their forebears, but let us not confuse the "skills of cooking" with knowledge of nutrition and throw out the baby with the bath. Krehl has stated:

The food we eat is the most important environmental factor influencing our development and the maintenance of our health....<sup>25</sup>

If nutritional needs are met, some other needs may disappear; e.g., some health problems, lack of motivation caused by fatigue, mental retardation caused by nutritional deprivation during pregnancy and early childhood. And, as noted above, other needs may arise; e.g., the need to know.

### Common Needs

The need for knowledge of nutrition is common to all students. Even if diets are adequate and nutritional levels optimum at the present time, the knowledge is needed so that the students can understand relationships involved and, when they are responsible for their own or their family's nutrition, can use this knowledge.

What other needs are common to all? Surely one such need is the development of the ability to think, to make decisions, to solve problems. The Educational Policies Commission of the National Education Association has advanced this one as "the central purpose of American education."<sup>26</sup> A related need is to learn how to learn and to be a lifelong learner.

All students need, too, to be able to communicate and to relate to others. They need to be able to earn a living and to function as citizens in a democratic society.

All students have physiological needs related to health, clothing, and housing, in addition to their food needs.

One author has listed ten imperative needs of youth as follows:<sup>27</sup>

(1) to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life;

<sup>25</sup> Krehl, W. A., "Nutrition in Medicine," in Amer. J. of Clinical Nutrition, Vol. 15, No. 4 (Oct. 1964), pp. 191-192. Abstract in Journal of Home Economics, January 1965, p. 146.

<sup>26</sup> National Education Association, Educational Policies Commission, The Central Purpose of American Education, 1961. p. 12.

<sup>27</sup> Sumption, Merle R., Education of the Gifted. New York, The Ronald Press, 1960. pp. 393-95.



(2) to develop and maintain good health and physical fitness;

(3) to understand the rights and duties of the citizens of a democratic society and to be diligent and competent in the performance of their obligations as members of the community, state and nation;

(4) to understand the significance of the family for the individual and society and the conditions conducive to successful family life;

(5) to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts;

(6) to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man;

(7) to develop their capacities to appreciate beauty in literature, art, music, and nature;

(8) to be able to use their leisure time well and budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful;

(9) to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others;

(10) to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

Other educators might develop different lists or state the needs differently, but commonalities would remain. It is interesting to examine such a list as the above "imperative needs" and ask what contribution home economics can make to the fulfillment of each.

### Need for Educated Parents

Another need of all children and youth is well documented in a recent study of over twelve thousand Texas youth; that is, the need for educated parents. In the report of this study it was stated:

As the educational level of both parents increased, so was the Orientation to Society more positive. So also did their Criticism of Education decrease. Attitudes toward Authoritarian Discipline for children were modified toward more democratic relationships among youth of better-educated parents. Family Tensions and Problems were reported less often by boys and girls from parents with more years of formal schooling. Resentment concerning family life style was modified. In addition, young persons with the more highly educated fathers and mothers felt

more secure in social relationships. Under these same circumstances, they also indicated fewer financial problems.<sup>28</sup>

This would indicate a need for greater stress in our educational enterprise upon adult education. The positive effect on children and their academic achievement and attitudes toward school has been noted in Illinois communities where dependent adults have been required to attend classes. What might the effect on the dropout rate be if the educational level of all parents, including the millions now functionally illiterate, were raised to high school equivalency? When school boards respond to requests for funds for adult education with "We can't afford it; we must use our funds to provide the very best educational opportunities for our children and youth," they show a serious lack of understanding that the greatest need many of these young people have is for better educated parents.

If we can keep the children of these undereducated parents in school through high school and provide for them learning experiences in which they see meaning, perhaps we can eliminate another generation of welfare clients. Home economics has an important role to play in providing these meaningful learning experiences. Teachers might identify this role more clearly if they took a hard look at their curriculum plans and asked, several times on each page:

Is this information necessary for a person to become a good parent?  
 Am I teaching factual relationships which my students can apply and become adequate parents?  
 Am I prescribing behavior and making judgments for my students rather than helping them learn to make their own judgments?  
 Am I using methods for teaching the content which enable students to experience that which they need to learn?  
 Are they having success experiences and enjoying learning so that they will want to go on learning after they are out of school?

### Special Needs

In addition to the needs which all students share, some students have special needs; or perhaps it is more accurate to say that they have special problems in relation to their common needs. Because of their background of experience, some children have emotional problems which interfere with their learning. Some have mental retardation or intellectual giftedness which affect the ways in which their needs can be met. Others have physical handicaps which make more difficult the meeting of some needs; for example, sight and hearing losses, crippled bodies, and speech impediments.

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<sup>28</sup> Moore, Bernice Milburn and Wayne H. Holtzman, Tomorrow's Parents, A Study of Youth and Their Families. Published for the Hagg Foundation for Mental Health by the University of Texas Press, Austin, 1965. p. 258-59.

Whenever the special needs or problems of students are considered, the question always arises: Shall we place them in separate groups? Grouping is no new phenomenon in education. In the old one-room schools there were small groups by grade levels; in the early primary grades in larger schools, there were the Bluebird, Redbird, and Robin reading groups. But grouping has been tried in many newer ways in recent years. Departments of Special Education in colleges and universities have been organized to prepare teachers for segregated groups of the mentally retarded, the emotionally disturbed, the intellectually gifted, the blind, etc.

The advantages of such groupings have been loudly proclaimed, but some are raising questions and pointing out disadvantages. Bettelheim<sup>29</sup> believes that grouping may be unnecessary and even harmful. In speaking of the gifted, he says that taking them out of the regular classroom may create serious problems for them and for society. He suggests that if they become bored, they can pursue other intellectual interests to fill the unscheduled time, and he asks whether it is reasonable to assume that gifted children learn only when pressed by the curriculum? The slower learners may also benefit by having the gifted in their classes if they can have a friendly working relationship with faster learners and be motivated by their example.

Similar reasoning might be used with other "special groups." If the emotionally disturbed associate only with other emotionally disturbed, what opportunity do they have to observe and learn how the "undisturbed" behave? Since all of these individuals with special needs must live in a world with all kinds of people, including the "normal" and those with special needs different from theirs, why not use the school environment to help them learn how to do so?

Of course, grouping is not an "all or none" proposition. Deaf children may need their own speech classes and may be excused from music but associate with other children in some of the other courses. Friday afternoon clubs might provide the gifted an opportunity to pursue special projects in science, mathematics, or creative writing while the slower ones play games to receive needed drill in some area.

Future research will provide more guidance in decisions about grouping, but it is unlikely that any kind of grouping can ever eliminate the need for studying the individual child. When the teacher-student ratio is reduced sufficiently to allow teachers to know and relate individually to every student, we may be able to solve some problems that grouping cannot solve.

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<sup>29</sup> Bettelheim, Bruno, "Grouping the Gifted," in NEA Journal, March, 1965. pp. 8-11.

### How Students Are Alike

Despite their differences, students in junior or senior high school classes are alike in some ways; in adult classes, much less so. In the former the students are similar in age, and in home economics and a few other classes they are likely to be all of the same sex.

Inlow<sup>30</sup> suggests four other adolescent similarities: (1) their search for conformity, (2) their discovery of a new world of interests and knowledge, (3) their heterosexual interests, and (4) their rebellion against adults and adult restraints.

Havighurst calls attention to similarities as he discusses the concept of developmental tasks. He defines a developmental task as one "which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by society, and difficulty with later tasks."<sup>31</sup>

Havighurst identifies the developmental tasks for six periods in the individual's life: Infancy and early childhood, Middle childhood, Adolescence, Early adulthood, Middle age, and Later maturity. It is extremely important to teachers of home economics that so many of these developmental tasks are directly related to the content of our field. It might be useful here, again, to look at our curriculum plans. What are we doing to help our students meet the developmental tasks of their age level and to prepare them, as parents, to help their own children with developmental tasks?

Developmental tasks of infancy and early childhood include (1) learning to walk, (2) learning to take solid foods, (3) learning to talk, (4) learning to control the elimination of body wastes, (5) learning sex differences and sexual modesty, (6) achieving physiological stability, (7) forming simple concepts of social and physical reality, (8) learning to relate oneself emotionally to parents, siblings, and other people, and (9) learning to distinguish right and wrong and developing a conscience.

In middle childhood the tasks are (1) learning physical skills necessary for ordinary games, (2) building wholesome attitudes toward oneself as a growing organism, (3) learning to get along with age-mates, (4) learning an appropriate sex role, (5) developing fundamental skills in reading, writing, and calculating, (6) developing concepts necessary for everyday living, and (7) developing conscience, morality, and a scale of values.

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<sup>30</sup> Inlow, Gail M., Maturity in High School Teaching. Englewood Cliffs, N.J., 1963. p. 201.

<sup>31</sup> Havighurst, Robert J., Developmental Tasks and Education, The University of Chicago Press, 1948.

Adolescent developmental tasks include:

- (1) accepting one's physique and accepting a masculine or feminine role,
- (2) new relations with age-mates of both sexes,
- (3) emotional independence of parents and other adults,
- (4) achieving assurance of economic independence,
- (5) selecting and preparing for an occupation,
- (6) developing intellectual skills and concepts necessary for civic competence,
- (7) desiring and achieving socially responsible behavior,
- (8) preparing for marriage and family life, and
- (9) building conscious values in harmony with an adequate scientific world-picture.

For home economists in adult education, the tasks of the three periods of adulthood will be especially significant.

For early adulthood they are:

- (1) selecting a mate,
- (2) learning to live with a marriage partner,
- (3) starting a family,
- (4) rearing children,
- (5) managing a home,
- (6) getting started in an occupation,
- (7) taking on civic responsibility,
- (8) finding a congenial social group.

For middle age they are:

- (1) achieving adult civic and social responsibility,
- (2) establishing and maintaining an economic standard of living,
- (3) assisting teenage children to become responsible happy adults,
- (4) developing adult leisure time activities,
- (5) relating oneself to one's spouse as a person,
- (6) to accept and adjust to the physiological changes of middle age,
- (7) adjusting to aging parents.

For later maturity they are:

- (1) adjusting to decreasing physical strength and health,
- (2) adjustment to retirement and reduced income,
- (3) adjusting to death of spouse,
- (4) establishing an explicit affiliation with ones age group,
- (5) meeting social and civic obligations,
- (6) establishing satisfactory physical living arrangements.

### How Students Are Different

We are likely to find, as we get to know our students, that their differences are greater than their similarities. Any good text in educational psychology may list many characteristics showing variation, such

as the following:

Mental ability	Educational level of parents
Physical size	Family size
Physical stamina	Nationality background
Health	Interests
Emotional stability	Talents
Socioeconomic status	Personality traits
Race	Skills
Religion	Level of maturity
Political affiliation	Reading level
Sex	Age

In order to make more concrete the above abstractions, we might look at a "typical" Family Living class of 16 girls, all juniors in high school:

(1) Alice is a tiny, very beautiful girl of average intelligence from a very closely knit Greek family. Her parents have about tenth grade educational level, and her father runs a local delicatessen store and earns an average income. Alice is diabetic. Her mother is very much interested in homemaking and has taught her many skills and encouraged her to help at home. Alice is the oldest of four children, all of whom have spoken Greek as a first language. This sometimes interferes with her communication with others. She is artistically inclined and often designs her own clothes and produces craft items for decorating their home.

(2) Bert, IQ 110, loves to read, especially Shakespeare and is active in the dramatics club. She, too, is the oldest of four children, but she has essentially no homemaking skills nor interest in the house. Both parents are college educated, and her father is a veterinarian. Her mother, a novelist, has found that four young children interfere with her writing and has recently deserted the family and gone to a larger city to continue her novels and work for a magazine publisher. Bert is upset by this development and seeks affectional acceptance with a variety of boy friends.

(3) Cathy, IQ 150, is a year younger than most of her classmates and finds schoolwork interesting but easy. She reads college level books, has a liberal religious and political outlook, and is in excellent health, although she is "skinny" and is self-conscious about her lack of curves. She loves the out-of-doors and many sports, especially swimming. Her parents of northern European background have a high school education; her father is an electrician, and her mother a receptionist at a local clinic. She has one younger brother for whom she baby sits frequently. She enjoys cooking, makes many of her own clothes, and helps a great deal with the housekeeping.

(4) Deannie is a very religious Jewish girl whose father is a professor and whose college-educated mother is a Girl Scout leader. She is well above average in intelligence (IQ 120) but socially rather immature. The family has just returned from a sabbatical year in Europe, and she is having a little difficulty readjusting to school. She also has a problem of overweight. She reads above her grade level and likes to talk with her

two older brothers about their college activities. Her principal hobby is photography and she is quite skilled; she enjoys taking pictures for the school annual.

(5) Evelyn is from a poor but respected Negro family with eight children. Her illiterate mother is devoted to her family, is an excellent cook, and sometimes supplements her husband's income by cooking at a nursing home. He is a janitor. An older sister works at a hospital after school, and a brother in the school work-study program earns enough to take care of most of his own needs. Evelyn would like a job, too, but she is less able than the others (IQ 80) and her stomach hurts a great deal. Her favorite subject is typing, and she is almost making an A, while in most other courses she gets C or D. She wishes for a typewriter at home so she could practice more.

(6) Fay is one of four children in another Negro family. She is a very slow learner (IQ 70), 18 years old since she has had to repeat a grade or two, but she wants very much to finish high school. She has only one parent, her mother, who dropped out of school in sixth grade, has no job skills, and whose intelligence level is about the same as Fay's. Their income is from public welfare. Fay works after school and on weekends as a restaurant kitchen helper and earns as much as she can, sometimes fifty dollars a week. She is tired all the time and often falls asleep in class.

(7) Georgia is a neighbor of Fay, but they do not seem to be friends. Georgia is also a slow learner (IQ 68), has only one parent, and her family receives its income from public welfare. Her mother is illiterate and there are seven other children in the family. Georgia has a baby, although she has not been married, and she prefers to stay home and watch television rather than come to school regularly. She is 18 and is considering dropping out of school altogether, but her caseworker and an aunt both encourage her not to do so. Her reading level is fifth grade, and she does not seem to be interested in much of anything. She is much overweight and usually tired.

(8) Helen is the spoiled daughter of a skilled carpenter whose income permits him and his wife to grant almost her every wish since she is their only child. She is of average intelligence, makes average grades, and has good health. She has no homemaking skills since her mother wants her to "have a good time while she's young" and never expects her to do anything at home. She has a rather severe skin problem. Her main interest is movies. She is active in a Protestant youth group.

(9) Iris is also of average intelligence, has good health, and is worried about the acne on her face. But here the resemblance to Helen ends. Her religion is Catholic, her Italian parents have four children, they own a small restaurant, and since her mother works there with her father, Iris does a great deal of housework and household management. She especially likes to cook and takes great pride in making the family happy with her meals.

(10) Jane is of average intelligence or slightly above, and her family is of average income. Unlike most Negroes in her community, her parents

went to college a year or two and would like to go back and finish a degree. Her father is a mail carrier and her mother a typist; they both would like to be teachers. Jane and her sister have learned to clean house, cook, shop, sew, and do the laundry, and they take turns at these tasks when their mother is at work. They are active in a Protestant church and in the Urban League. Jane's favorite hobby is cartooning which she learned from a friend of the family.

(11) Kelly's intelligence is low-average and she reads below grade level, but she tries very hard. She has one leg that was crippled by an accident when she was a child, and this contributes to her insecurity. She has no parents and lives with the family of an older sister. This family can barely eke out its own living, so Kelly receives aid from public welfare until she is eighteen. She has a beautiful voice, sings in the church choir, and is song leader in her youth group. She has dreams of going to college to study voice.

(12) Lou, 18, is from a wealthy, upper-class family with college-educated parents. Her father and grandfather are business executives, and both her mother and grandmother are well-known hostesses and active club women. The family travels a great deal. Lou, with an IQ of 65, is the slowest in her class and far less able than her three brothers and sisters. Her health is impaired by her allergies. She has no homemaking skills because she has never been interested, and besides, the maid does not want her interference. She does like to sew and has been encouraged by an aunt who sews as a hobby. Her mother has taught her to arrange flowers and they often share this interest, especially when preparing to entertain.

(13) Mary is also 18. She missed a year of school because of a childhood accident, and she now has an artificial arm. Despite this and a rather low intelligence level (IQ 75) she seems well-adjusted and happy. She likes dramatics and is secretary of the club. Her parents have a high school education, her father is a plumber, and her mother a saleswoman in a local department store. She has one brother. Her mother has never wanted "to impose on Mary" and so has never expected her to do any work at home. Hence, she has no homemaking skills, and her mother is often tired from carrying two jobs alone.

(14) Nan, IQ 85, is one of a family of six. She has had many failure experiences at school, and she would like to drop out and get married. Her father dropped out of school at tenth grade and now works on an assembly line. Her mother finished high school and would like for her daughter to, but it is hard for her to explain why. She gained no job skills there, and she "has forgotten a lot of what she learned." Nan's health is poor (she says it is "something about her thyroid"), and she is often absent from school. She has essentially no homemaking skills and does not seem particularly interested unless she can get married.

(15) Ora, IQ 138, is a "straight A" student and the pride of her large family. She is Negro, her parents never attended high school, and the family is poor. Her father works in a factory, and her mother does domestic service part time. They attend the Methodist church regularly. Ora has considerable homemaking skill, and she makes her own clothes and



some for her sisters. She is especially talented in creative writing and enjoys working on the school paper. She wants to go to college but is not sure what she wants to study.

(16) Paula's mother is a jolly Polish immigrant who went to college one semester where she met her husband, a senior. He continued into graduate school after they married, received the Ph.D. in geology, and secured a position with the government. He has been diabetic since childhood and has now become blind as a result, but is able to continue to work. His mother lives in an apartment they have added to their house, and she often reads to him and assists the family in other ways. They are all musical and often play and sing together. They are strong in their Catholic faith. Paula is a year younger than her classmates, is unusually intelligent (IQ 140), but is rather unpoised and babyish. A skin problem adds to her insecurity. She is not interested in homemaking, but spends much time reading. Most high school texts are too simple to interest her, so she neglects them for social novels, biographies, and psychological works.

### Student Needs and the Curriculum

How could a teacher of the above class use their "needs" as a basis for choosing what and how to teach? Since there is a diabetic in the class, should she include a lecture on food for diabetics in her curriculum? Since some of the girls have skin problems, should she invite a dermatologist as a resource person and provide information on acne?

As schools are presently organized, the teacher obviously cannot do very much of her teaching on an individual, or tutorial, basis. How could she group this class so as to teach more than one at a time and still not expect all to be involved at once in the same thing?

If she groups the students on the basis of intelligence, she would have four (nos. 3, 4, 15, and 16) in the "most able" group with IQs from 120 to 150. There is a vast difference between 120 and 150, so her group would still not be very homogeneous in intellectual ability; and even greater differences would exist in other characteristics. Two of these girls have considerable homemaking skill, and the other two have practically none. Religions include Protestant, Catholic, and Jewish, and education of parents ranges from elementary school to doctoral degrees with consequent differences in socioeconomic status. Emotional and social maturity vary widely, and personal interests are quite different.

If she groups the students on the basis of socioeconomic status, one group in the "lower" class would include six girls (nos. 5, 6, 7, 11, 14, and 15). Variations in this group would include IQs ranging from 68 to 138, poor to good health, differences in race and extent of homemaking skills, and, again, differences in personal interests and talents.

If we assume that the purpose of grouping is to provide homogeneity, is it, then, impossible to group students? How permanent should groupings be? Perhaps one possible solution is to have constantly changing groups, using first one and then another characteristic as the basis, and

varying the size and purpose of the group as well as its duration, which might range from one day to a few weeks. After a look at some learning theory, we shall return to this point.

### Some Principles of Learning

According to Hilgard, theories serve several purposes. They (1) attempt to organize existing knowledge, (2) provide hypotheses toward new knowledge, and (3) furnish principles by which what is known can be used.<sup>32</sup> Learning theory has not reached a stage of development in which many things can be stated with certainty, but there is substantial agreement on some practical matters. Fourteen such points are listed by Hilgard:<sup>33</sup>

(1) In deciding who should learn what, the capacities of the learner are very important. Brighter people can learn things less bright ones cannot learn; in general, older children can learn more readily than younger ones; the decline of ability with age, in the adult years, depends upon what it is that is being learned.

(2) A motivated learner acquires what he learns more readily than one who is not motivated. The relevant motives include both general and specific ones, for example, desire to learn, need for achievement (general), desire for a certain reward or to avoid a threatened punishment (specific).

(3) Motivation that is too intense (especially pain, fear, anxiety) may be accompanied by distracting emotional states, so that excessive motivation may be less effective than moderate motivation for learning some kinds of tasks, especially those involving difficult discriminations.

(4) Learning under the control of reward is usually preferable to learning under the control of punishment. Correspondingly, learning motivated by success is preferable to learning motivated by failure. Even though the theoretical issue is still unresolved, the practical outcome must take into account the social by-products, which tend to be more favorable under reward than under punishment.

(5) Learning under intrinsic motivation is preferable to learning under extrinsic motivation.

(6) Tolerance for failure is best taught through providing a backlog of success that compensates for experienced failure.

(7) Individuals need practice in setting realistic goals for themselves, goals neither so low as to elicit little effort nor so high as to foreordain to failure. Realistic goal-setting leads to more satisfactory improvement than unrealistic goal-setting.

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<sup>32</sup>Hilgard, Ernest R., Theories of Learning, 2d ed. N.Y., Appleton-Century-Crofts, Inc., 1956. p. 485. (The third edition of this text is to be published in 1966.)

<sup>33</sup>Ibid., pp. 486-87. Quoted by permission.

(8) The personal history of the individual, for example, his reaction to authority, may hamper or enhance his ability to learn from a given teacher.

(9) Active participation by a learner is preferable to passive reception when learning, for example, from a lecture or a motion picture.

(10) Meaningful materials and meaningful tasks are learned more readily than nonsense materials and more readily than tasks not understood by the learner.

(11) There is no substitute for repetitive practice in the overlearning of skills (for instance, the performance of a concert pianist), or in the memorization of unrelated facts that have to be automatized.

(12) Information about the nature of a good performance, knowledge of his own mistakes, and knowledge of successful results, aid learning.

(13) Transfer to new tasks will be better if, in learning, the learner can discover relationships for himself, and if he has experience during learning of applying the principles within a variety of tasks.

(14) Spaced or distributed recalls are advantageous in fixing material that is to be long retained.

In formulating comprehensive theories of learning, scholars attempt to answer questions which intelligent laymen ask about problems and situations encountered in everyday life. Hilgard suggests six such questions:<sup>34</sup>

- (1) What are the limits of learning? (Capacity)
- (2) What is the role of practice in learning? (Practice)
- (3) How important are drives and incentives, rewards and punishments? (Motivation)
- (4) What is the place of understanding and insight? (Understanding)
- (5) Does learning one thing help you learn something else? (Transfer)
- (6) What happens when we remember and when we forget? (Forgetting)

### A Suggestion

In the following description of procedures used by a hypothetical teacher in a Family Living class, an attempt will be made to relate students' needs and curriculum, with special attention to the "changing groups" concept and the principles of learning noted above. The class consists of the sixteen girls described briefly on pages 116-119.

We shall assume that good rapport exists between teacher and students and also among the students and that this is so not by accident but because

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<sup>34</sup>Ibid., pp. 7-8.

of conscious effort and planning on the part of both teacher and students. The class has determined previously that families are important in our society and predicted that our family system will probably continue for the foreseeable future. They have discovered (via reading, interviewing friends and neighbors, discussing personal experiences, and the like) that families sometimes "get along" and sometimes do not, that some families get along better than others, and that whether they get along influences the personal development of each individual in the family. During one discussion, a student asked why this is so, and the teacher led the class into some investigations designed to answer the question.

What are the factors which influence family harmony? Generalizations relating to this question had been in this teacher's curriculum plan since the beginning of the year, but she knew that, since the student had asked the question and other students had showed interest, this was the "teachable moment." She looked at those generalizations again:

- (1) The degree of harmony which a family experiences is affected by the behavior of each member of the family.
- (2) Sharing of interests and talents of each family member can contribute to family harmony while fostering maximum development of the individuals.
- (3) If constructive ways can be found to channel negative emotions, family relationships can be improved.
- (4) Family recognition of an individual member's accomplishments can contribute to both the individual's development and family solidarity.
- (5) The way in which decisions are made in the family affects its harmony.
- (6) Decisions about the use of money affect family relationships.

There were others, but the teacher knew that she could not teach them all at once. She was hard put to decide which ones were more important, so she let herself be guided by principles of learning rather than particular content generalizations at this point. She tried to guide the students into discovering those relationships which they seemed ready to understand and which could be related to their previous experience. The plans which she and the students worked out for the next several days included the following. (Referring back to the description of the students may make these plans more understandable, pp. 116-119.)

(a) After a student hypothesized that health was one factor which might influence family harmony, Fay, Jane, and Kelly either volunteered or were asked if they would investigate and report back to the class. Suggestions were given them by the class regarding possible relationships to look into (e.g., When you are very tired, are you more likely to quarrel with your family?) and some sources of information (e.g., school nurse, family doctor, health books, physical education teacher, nutrition pamphlets). They were asked to consider various possible ways of

presenting their findings to the class and to choose the one they felt would make them most interesting.

(b) Cathy, Evelyn, and Lou were "commissioned" to interview several more friends and neighbors to ask two questions: The last time there was a quarrel or argument in your family, what seemed to be the cause? And, tell me about something that has happened in your family that seemed to make everyone feel better; what do you think caused this good feeling?

(c) Helen, the movie fan, and Ora and Paula, who read a great deal, agreed to look in movies and novels for possible causes of family satisfactions and dissatisfactions.

(d) Bert thought Shakespeare would surely know something about this matter, so she and Mary agreed to consult with their English teacher and produce a little skit showing some cause of family problems.

(e) Alice and Deannie felt that religion was the most important factor in whether families get along. They and Iris, all representing different religions, decided to find out why they thought so and whether others agreed with them.

(f) By this time everyone in the class was engaged in a project except Georgia and Nan. Both of them spent a great deal of time watching television, so it was suggested that they watch programs involving families and see what they could find out, and also to observe what effect television had on the happiness or unhappiness of their own families. Since both were slow learners, the teacher worked with them to formulate some simply worded questions to think about while they watched the programs and some ways that they could share what they learned with the class.

For a few days the class worked in these groups of two or three; during class time they shared with each other in the small groups the things they had learned from their investigations and planned how they could combine their findings to report to the whole class. The teacher served as a circulating resource person to raise or answer questions, locate references, make suggestions, or just to listen and encourage. Then, when a group was ready to report, she became part of the "audience," sometimes a passive observer and sometimes an active questioner to be sure that an important relationship was not overlooked.

Many of the generalizations which this teacher had set out to "cover" were brought out in these presentations and the accompanying discussions. It was time, then, to "regroup." She looked again at her questionnaires showing special interests of the students and planned with them to show the class how their hobbies and talents could be used to "channel emotions constructively" (e.g., Alice's art or Paula's music), to contribute to family harmony (e.g., Iris' cooking, Lou's flower arranging, Cathy's love of the out-of-doors, or Kelly's singing), or to illustrate how decision-making can affect family relationships, especially in respect to money. Ora and Bert combined their dramatic and creative writing talents to role-play some incidents in which families made decisions about money and the consequences of each. Jane drew a series of cartoons illustrating other kinds of decisions, and Deannie used her photographic skill to show, on

the bulletin board, how one family worked together to be able to afford something they all wanted very much.

When all of these individuals and groups had shared their products and projects with the class, it might be time for the class to function as a single group to go on a field trip, view a film, have a debate, or plan a family picnic. Or they might function as individuals to take an examination, to make a poster illustrating family harmony, or to write a story, each on her own level, "about a family you know or an incident you have seen or heard about that shows people getting along well together in the family." More able students could be urged to add principles that seem to be operating in the situation.

Throughout all of the individual, group, and class activities, the teacher would be aware of students with needs for special recognition or praise, for affection, for suggestions about grooming or health habits, for increased self-esteem, for extra stimulation to inquire in depth, or for understanding themselves. In many and subtle ways, some of which cannot be planned ahead, she would interact with individuals to meet these needs. Some of her communication is non-verbal--a smile, a nod, a pat on the back, a twinkle in her eye that shows she understands.

It is easier not to do these things and to use again this year the "curriculum outline" planned before school began last year. But the rewards are greater when one does learn what her students' needs are and use them as one of the bases for her curriculum decisions.

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Readers are invited to share with the author their personal experiences in trying to choose content and method to meet students' needs. If any are stimulated to try, or already have had successful experiences with, the idea of grouping continuously, it is hoped that these will be shared; and perhaps a future Illinois Teacher can help you share them with each other.

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## PROJECT HEVE:

### ADULT EDUCATION FOR MOTHERS ON PUBLIC AID

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Project HEVE is an unusual experiment in adult education. HEVE means Home Economist Volunteers for Education, and these volunteers, ten of them from the local AHEA group of Home Economists in Homemaking, joined with the investigator and a graduate assistant\* to provide a weekly class in homemaking subjects for mothers on public aid.

The purposes of the project, conducted in Champaign-Urbana, Illinois, during 1965-66, were:

- (1) to investigate the effectiveness of a weekly class and personal contacts by telephone or home visits with mothers on public aid in regard to (a) improved diet, (b) clothing satisfaction, (c) housing satisfaction, (d) certain consumer buying habits, and (e) degree of social interaction.
- (2) to provide a group of home economist volunteers an opportunity to gain (a) increased understanding of low income families and (b) experience in teaching adults.
- (3) to provide learning experiences for student teachers in home economics through which they might increase their understanding of disadvantaged families.

### Methods of Procedure

#### Phase One

From the Champaign County Department of Public Aid the names of all mothers in Champaign and Urbana who were receiving Aid to Dependent Children and who had a teenage daughter were secured, and a simple random sample of size twenty was drawn and randomly divided into treatment and

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\* Mrs. Eva Elliott Moore, on leave for advanced graduate study from Delaware State College, Dover.

control groups of equal size. Sixteen of the families were Negro and four were white; treatment and control groups happened to have the same racial distribution.

The mother and a teenage daughter in each of the twenty families were interviewed by the investigator during May and June of 1965. The series of three interviews with mother and daughter separately occurred in the homes without advance notice, and all interviewees were cooperative. The first interview in the series required about forty-five minutes to one hour, and the other two about ten minutes each.

During the interviews the following information was secured from the mothers: (1) dietary for three non-consecutive days, (2) satisfaction with their own clothing, (3) satisfaction with teen daughter's clothing, (4) satisfaction with housing, (5) certain facts about present housing conditions, (6) certain buying practices related to food, clothing, use of credit, and market sources, (7) degree of social interaction, (8) unfulfilled desires.

From the daughters some of the same information was obtained: (1) dietary for three non-consecutive days, (2) satisfaction with own clothing, (3) satisfaction with housing, (4) unfulfilled desires.

In providing the dietary, the interviewee was asked to recall only the past twenty-four hours. Attention was specifically called to snacks in the morning, afternoon, and night, so as to get the total food intake for the day. Since exact measurements were impossible, amounts were generally recorded as number of servings of each food.

Satisfaction with clothing was recorded on a five-point scale in regard to (1) amount, (2) suitability, (3) protection from weather, and (4) whether clothing caused the person to "miss going anywhere."

Housing satisfaction was measured on a five-point scale in regard to seventeen aspects including location, cost, size, condition, privacy, utilities, storage, housekeeping, and furnishings.

Facts concerning present housing were obtained in regard to plumbing, appliances, location, cost, type (e.g., house, apartment, etc.), number of rooms, kind of heat, and amount of storage facilities.

Interviewees were asked where they buy food and clothing, whether for cash or credit, how often they shop for food, whether they bought sixteen specified items of food within the past week (items selected were luxury or inexpensive, nutritious or empty calorie), whether they had bought anything from a door-to-door salesman in the past six months, whether they had any charge accounts, and whether they owed any money now.

The mothers were also asked if they ever feel lonely, whom they had visited in the past week and where, and whether they had attended any kind of group in the past month.

To secure information on unfulfilled desires which might be used for motivation in class or other contact for educational purposes, the investigator asked two questions: (1) What would you like to have that you feel you cannot now afford? and (2) What would you like to do that you are not now able to do, and why can you not now do it?

At the close of the final interview, each interviewee was given two dollars as "payment for your time and appreciation for your cooperation."

## Phase Two

A group of home economist volunteers from the Champaign-Urbana Home Economists in Homemaking who had expressed interest in working on the project were invited to the home of the investigator on August 2, 1965, to explore possibilities for a class. Various ways of getting the "research group" (the 10 mothers in the treatment group) together for a weekly class were considered. Several suggestions were rejected as not plausible since the research group was not to be told that they were part of an experiment.

Finally one volunteer mentioned that a case-worker, who had had a group of her clients meeting weekly for the past year, was looking for someone to take over the group since she did not have time to continue it another year. It was decided that inviting this "ready made" group to a Tuesday afternoon class to replace their regular meeting, and inviting the research group to join the class, would be a reasonable way to begin. A letter was sent to all members of the previous group explaining that the case-worker could no longer continue it and inviting them to the class which would meet at the same location, the basement of a church in a less affluent section of Champaign. Personal letters were sent to the 10 mothers in the research group thanking them again for the interviews and explaining the class. Follow-up telephone calls (or home visits if no phone) were made to personalize the invitation still further and to offer transportation.

At a second meeting of the Volunteers, objectives were discussed and plans made for the first few classes concerning what would be taught, by whom, and how. The Volunteers decided to hold monthly meetings for planning and evaluation. Some expressed willingness to spend a half day each week on the project; others would have less time but all seemed to feel they could probably assist in teaching the class occasionally.

Since many mothers had expressed desires for improved housing and furnishings, the Volunteers decided to begin the first class with "flowers to decorate our homes." Each Volunteer brought flowers, dried weeds, containers, etc., to this first meeting. After introduction of those present and some introductory remarks about the class, the investigator showed slides of flower arrangements and then turned the meeting into a laboratory in which each student could choose a container and the materials she wanted to use. If she needed help, the Volunteers offered it. Everyone made at least one arrangement to take home. Some showed

unexpected ability to produce attractive arrangements, and all seemed pleased with what they took home. (In later home visits the investigator noted arrangements still on display and photographs of some were taken.)

At the end of the "laboratory period," each person was asked to show what she had made so that appropriate recognition could be given. Discussion included how certain unusual containers had been made from "scrap" materials, where the arrangement would be used in the home, etc. Names were drawn to receive two "door prizes," plants contributed by one of the Volunteers. Refreshments were served and mention made of their nutrition values and cost. A special point was made of a comparison between the nutritive value of the juice and oatmeal cookies served and that of "pop" and candy.

Four caseworkers took responsibility for providing transportation to this first meeting and remained to provide baby sitting service, but only one child came so the caseworkers were participant-observers instead.

A letter to all Volunteers was sent by the investigator immediately following the class. This weekly letter has reported what happened at the class, made suggestions for future ones, offered possible explanations of behavior observed, and invited comments from all the Volunteers. It has kept all in contact and helped those who missed a meeting not to feel left out.

The second class meeting dealt with ways to "pretty up our walls." This choice was prompted by the investigator's observations during interviews, especially by the discovery that some were paying up to \$49.95 for pictures and clocks to decorate their walls. At this class, one Volunteer took leadership in a presentation including a brief, well-illustrated lecture on selecting and combining colors in room decoration via choosing from a textile or a painting. Several Volunteers showed inexpensive types of wall decorations, such as maps, travel posters, hooked hangings, and children's art. One brought prints, magazine clippings, matting materials, and picture frames; and each student, with Volunteers' assistance, created something to hang on her own wall. Some showed such lack of skill that they could not measure, draw a straight line or cut out a piece of matting. Others needed less help. One framed a picture of a cute, mischievous-looking boy who reminded her of her five-year-old son. A second Volunteer provided a display and explanation of foods in the Basic Four and how to use this idea in meal planning. Refreshments were served.

The next few class meetings emphasized other ways to decorate homes (including making of simple furniture, pillows, wastebaskets and the like), additional nutrition and food buying "lessons" in connection with refreshments, child rearing (with a psychologist as speaker), clothes buying, use of credit, comparison shopping, selecting "toys that teach," a field trip to Creative Playthings and a talk by the manager who was a former teacher, making toys for Christmas, making Christmas gifts and decorations, Christmas food (stressing use of dry milk and other "commodity foods"), and finally a Christmas party at which we

exchanged homemade gifts of needlework, plants, candles, tree decorations, and a host of other things. A student presided over the punch bowl.

In January we had lessons on furniture refinishing, making new clothes from old, and nutrition (including a lecture by a professor of nutrition, and some casserole demonstrations).

In February we continued nutrition lessons, talked about storage problems in the home, invited the psychologist back to discuss adult problems, and had a follow-up discussion the next week on problems that were mentioned during his talk.

March meetings included a trip to the Illinois Power Company for a brief talk on adequate lighting for children's study and some food demonstrations by the home economists there. There were further food demonstrations to encourage greater consumption of vegetables and fruits and greater use of the surplus commodity food the mothers received monthly. There followed a trip to the Planned Parenthood Clinic, a skit (written by one of the Volunteers) on how to deal with the high-pressure door-to-door salesman, and a potluck luncheon at which we discussed cost and nutritive values of dishes brought.

In April we invited speakers from the Public Health Department and Family Service Agency, planned a trip to the public library and had a potluck of quick, low cost meat dishes.

In May we had a speaker on home safety, a round-table discussion on "How We Enjoy Our Children and Help Them Learn," and a study of what we can learn from labels on clothing and food. The final meeting was a picnic at the country home of one of the Volunteers and a "plant exchange" to encourage gardening and yard beautification. It also included a tour of her home and explanations of how she found and refinished much of her furniture at rather low cost. This meeting was a fitting climax for the year.

### Phase Three

The third phase of the project, now in progress, is a second series of interviews with the twenty mothers. Comparisons of data in the two series will be made to determine whether any changes are noted regarding dietary adequacy and other areas listed in Purpose One on page 127.

### Attendance

Attendance at the weekly class has been disappointing. For the mothers the number present has ranged from zero to ten, with average or mean of five. Since we invited at least twenty people besides the ten in the research group, and we told them they could bring their friends, we had hoped for a larger attendance.

Of the ten in the research group, four never attended at all because they were working at least part time. The other six each attended from five to seventeen of the thirty-five meetings. At any one meeting the attendance of these six ranged from zero to all six with mean of 1.7 or about 30%. This is in spite of weekly telephone calls to remind them of the class, transportation provided by us, and baby sitting available at the meeting.

Can we, then, assume that the mothers are not interested, that they are "unmotivated" for further learning or improvement? We would say no. There have, no doubt, been excuses for non-attendance at times, but there have been many real reasons, too. For example, illness strikes these families more often than middle class families with better health care, and when one has six children, there is often at least one sick on Tuesday. Crises are common in these families, too. An eighteen-year-old son makes a wrong left turn, is stopped by a policeman and found without a driver's license, has no money to pay the fine and is jailed. The mother misses class to get him out of jail so he can go back to work. A daughter has a baby and is dependent on mother for care when she leaves the hospital. Grandmother is bedfast and there is no one to stay with her. A fourteen-year-old son gets "mixed up" with some older boys and helps steal a car. The landlord gives an eviction notice. Tuesday afternoon is the time when "the commodities" must be picked up or the Salvation Army store is open--and a stove is needed for the unheated house just occupied.

Another reason for non-attendance must also be considered. No one will make an effort to get to a meeting unless he sees value in it for himself. Perhaps, in spite of all the staff's efforts to meet needs, we did not choose the content or method which "reached" these mothers. We do not know. If we continue the class another year, we shall try some different procedures.

The attendance of the Volunteers at the weekly class ranged from one to eight with mean of 4.7, and at their monthly planning meetings from 4 to 8 with mean of 5.8. Adding the investigator, the graduate assistant, a caseworker-home economist who attended rather regularly, and the student teachers, we usually had an attendance of 12 to 15 at the weekly meetings. We questioned whether the number of "teachers" in relation to the "students" had a negative effect on the attendance of the latter. We thought not since relationships were very good and personal attention could be given to each student, but, again, we do not know.

An attempt was made at the fifth class meeting to increase "student involvement" by electing three class officers. It appeared later that this was premature, for nominations were difficult to secure and the president was so frightened by her responsibility that she decided to drop out of the class. When she was relieved of the responsibility she did return for several classes. One meeting of the other two officers and a committee of the Volunteers was held at the home of the secretary, and an attempt was made to evaluate the first few classes and to plan for future ones. Suggestions were slow in coming. We felt it significant, and perhaps surprising, that these two mothers thought the most

valuable meeting had been the one at which the psychologist spoke. He had dealt mainly with problems of children's discipline.

Regarding social interaction 12 of the 20 mothers reported that they were lonely. Some added comments like "all the time." Interaction consisted almost entirely of visits with a few relatives and friends in their homes. Eleven had not attended any type of group meeting during the past month. Of those who had attended a group meeting, all but two mentioned church only. One belonged to a group called Speech Mates organized by a caseworker, and the other attended a 4-H leaders' meeting and Eastern Star.

The most frequently mentioned items which the interviewees "would like to have but cannot now afford" were related to better housing. They mentioned "a home of my own," house repairs, "a big yard for the kids to play," furniture, appliances, and linoleum.

When asked "What would you like to do that you are not now able to do?" the mothers most often said, "Work." They wanted to get a steady job or a better job, get training for a job, improve their health so they would be able to work, etc. Some said having little children at home prevented their working, but when the children were in school, they would like to work.

#### Dietary Analysis from the First Series of Interviews

A rough measure of dietary adequacy was made by scoring each day's food intake and obtaining an average for the three days. The Dietary Score Card from Wilson, Fisher, and Fuqua's Principles of Nutrition was used (N.Y., Wiley and Sons, 1959).

On the basis of 100 points (for 3 meals containing the recommended number of servings of the "basic foods") the mothers' three-day average score ranged from 20 to 56 and the teenage daughters from 30 to 72. Nearly 60% scored below 50, and none over 75.

An Iowa study of ADC families,<sup>1</sup> using this same score card, revealed a much more favorable picture even though serious inadequacies were noted in these diets also. One possible explanation is that some of the Iowa interviews were done just before Christmas when diets are likely to be better than at any other time during the year.

A more detailed analysis of the diets in the present study is being made using Wilson and Leichenring's "Short Method of Dietary Analysis." It appears that the most serious omissions in these diets are milk, vegetables, and fruits. The Iowa study also revealed an inadequacy of vegetables and fruits in almost half the diets and 30% lacked recommended quantities of milk for growing children.

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<sup>1</sup> Masterson, Elizabeth, "The Nutrient Content of the Diet of the ADC Family in Iowa," Master's degree paper, School of Social Work, State University of Iowa, Iowa City, 1961.

An Ohio study of children's diets found the most serious lacks to be vitamins A and C. The investigators noted that "major socioeconomic factors influencing children's diets are income, urbanization, education of the mother, and the number of children in the family."<sup>2</sup>

It was also noted in the present study that a three-meals-a-day pattern was not common. In three days the 20 mothers averaged missing 2.2 meals and the 20 daughters 1.9 meals (or per day, they missed .7 and .6). Breakfast was missed 49 times, lunch 23 times, and the evening meal 9 times by the 40 people. Only two mothers and six daughters ate three meals on each of the three days for which dietary was recorded, while eight mothers and eight daughters missed three to five meals during the three days.

#### Other Data from the Interviews

A "food buying score" was computed for each mother on the basis of which of 16 specified food items she had bought during the past week. One point was scored for each food in the low-cost, high nutrition category which she had bought and one point for each food in the luxury or empty calorie category which she had not bought. Scores ranged from 4 to 11. There was no significant relation between these scores and the dietary adequacy scores.

"Dissatisfaction scores" were computed for each person concerning housing, clothing, and responses to the questions asking what they would like to have or do.

"Housing dissatisfaction" scores represent the total number of housing items checked in either of the three categories labeled "not really satisfied," "rather dissatisfied," or "very dissatisfied or ashamed." There were 17 items regarding housing, and the dissatisfaction scores ranged from 1 to 16 for the mothers and 0 to 11 for the daughters with a mean of 5.6 for the mothers and 3.2 for the daughters. Hence, mothers were less satisfied with housing than were the daughters.

One cause of housing dissatisfaction is the cost of what they are able to rent. Despite the inadequacy of the dwellings and the delapidated condition of some, rents for 18 families ranged from \$45 to \$90 with a mean of \$69. Three families were in public housing projects paying \$45-50. One was renting a small house from her sister. The mean rent for the other 14 in private housing was \$70. Two families were purchasing their houses, and monthly payments for these two were \$27 and \$28.

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<sup>2</sup>Hendel, Grace M., Marguerite C. Burk, and Lois A. Lund, "Socio-economic Factors Influence Children's Diets," in Journal of Home Economics, Vol. 57, No. 3 (March 1965), pp. 205-208.



Another aspect of housing which causes dissatisfaction is the lack of storage. These women reported the following amounts of storage facilities in their homes:

	Number of shelves and drawers (not including kitchen)	Linear feet of closet	Linear feet of base and wall cupboards in kitchen
Range	0 - 44	2 - 22	2 - 22
Mean	20	9	8

These spaces were available to store possessions for a range of 3 to 11 people, with mean of 6.3. To compare this with our own storage facilities for four people, we counted 112 shelves and drawers, 30 feet of closet and 35 feet of kitchen cupboards, and we long for more!

The number of rooms the families occupied ranged from three to six with a mean of 4.6. With mean size family at 6.3, this allows about three-fourths of a room per person. Room sizes were generally quite small, but no actual measurements were taken.

"Clothing dissatisfaction" scores represent the total number of checks in the lower three of five categories of each of the four measures (concerning amount of clothing, suitability to needs, protection from weather, and whether clothing lacks affect social participation) plus the number of "Places or things" for which clothing is not suitable. Scores of the mothers concerning their own clothing ranged from 0 to 7 (out of possible 12) with mean of 3.5. Concerning the daughter's clothing, mothers' scores ranged from 0 to 6 with mean of 3.3. The daughters' scores concerning their own clothing ranged from 0 to 7 with mean of 1.7. Hence, the mothers were more dissatisfied with their teen daughters' clothing than were the daughters themselves.

"Total dissatisfaction" scores represented the above plus the number of items listed in response to the following questions: What would you like to have that you cannot now afford? and What would you like to do that you are not now able to do? These scores for mothers ranged from 6 to 31 with mean of 17 and for daughters from 1 to 18 with mean of 7.8. These are not completely comparable since the mothers' scores included dissatisfaction with daughters' clothing, while daughters were not asked about their satisfaction with their mothers' clothing. Subtracting the scores for daughters' clothing from mothers' scores we obtain a range of 5-31 and mean of 14.5. Hence, mothers were generally a little less satisfied with their present situation than daughters, as far as this interview could measure.

The mothers' education level, as measured by their statement of last grade completed, ranged from third grade to high school graduate, with mean of eighth grade. Five were functionally illiterate by this measure, i.e., fifth grade or less, and five had completed tenth grade

or higher. Previous studies<sup>3</sup> have shown, however, that achievement levels are often as much as three grades below the "last grade completed" level, and if this is true for this group, 13 may be functionally illiterate out of the 20. They can read, but not at a level that enables them to function as adults in our present complex society.

### The Volunteers

These middle-class home economics graduates joined the project with a variety of attitudes and personal purposes. All genuinely wished to help the disadvantaged families, but most had had no previous experiences in working with them. It was hard for some to understand why these ADC mothers could not do as they (the Volunteers) would do on the same income. Some could remember "living on a shoestring" as graduate students' wives, and they expected the women to use the management practices they had used to stretch food dollars, make use of community resources, and the like.

Some admitted frankly that they wanted to see if what they had heard about welfare clients was true, i.e., that they did not want to work, expected society to support them, etc.

No instruments to measure attitude change were administered to the Volunteers, but in free discussions at the monthly evaluation-and-planning sessions, changes were noted. Such remarks as "I'll never say again that they aren't trying," "They do better than I'd do under the same circumstances," and "I certainly have a kindly feeling for them now" indicate such change. All of the Volunteers increased their understanding of the problems, life styles, and housing conditions with which these families live, and all obtained some experience in teaching adults.

Several of these home economists have said that if the class could be continued for another year, they would volunteer again. Many have made valuable suggestions for another year's work.

The morale of the Volunteers was reduced by the low attendance of the students. Some felt that the effort they expended in participating should benefit more than the few who came, and a few of the Volunteers participated very little during the last few weeks.

A conservative estimate of the time spent on the project by the Volunteers would be between 500 and 600 hours. In attending meetings they spent 432 hours, some visited the homes of the students, and all spent some time in preparing to teach. At five dollars an hour (the rate paid teachers of adult classes in Champaign-Urbana at the present time), this represents an investment of \$2500 to \$3000 in addition to

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<sup>3</sup>"A Study to Determine the Literacy Level of Able-Bodied Persons Receiving Public Assistance (Chicago)," Cook County Department of Public Aid, 1962. Summarized in *Focus*, the Third Yearbook of the National Assoc. of Public School Adult Educators, 1201 Sixteenth St., N.W., Washington, D.C.

their contributions of refreshments, transportation for students, and teaching materials.

### The Student Teachers

All of the student teachers in Home Economics at the University of Illinois during 1965-66 visited the class at least once and several assisted in teaching. Their acquaintance with the group increased their knowledge in some of the same ways as did the Volunteers, but their contact was much more limited and it cannot be known at this point whether their attitudes changed to the same extent. Some resented the high cost to the taxpayer of providing the kind of adult education these mothers need, but one became so interested that she secured a position with public welfare rather than secondary school teaching as she had intended. Her main task will be to teach consumer education and family relationships to the clients.

This opportunity to participate in a racially, socioeconomically, and educationally integrated adult class was a new experience for all the student teachers, and most seemed to consider it a valuable one.

IMAGE OF THE TEENAGE GIRL AS PORTRAYED  
IN SELECTED TELEVISION PROGRAMS

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The effects on America's children of the mass media in general and especially of television are of wide concern to parents and teachers alike. Children between the ages of six and sixteen spend nearly as much time in front of the television set as they do in school.

For the teenage girl, television is only one agency of socialization. Her family, her friends, and her teachers provide images for her to emulate. Television widens the images presented to her and provides a reference for common identification.

Researchers have concentrated on the ill effects that may result from watching television. But studies suggest that the effects are not all bad. Television does provide a wealth of teaching materials and models which teachers can utilize in the classroom.



The teacher's task, then, becomes one of acquainting herself with television offerings and her students' viewing habits, and in turn aiding the student to evaluate, select and interpret these offerings.

The main objective of this study was to analyze the images of teenage girls as portrayed in selected television programs. The study was designed to find answers to such questions as:

1. What are the images of the teenage girl as portrayed on television?
2. What attitudes, values and standards are projected by the teenage girl on television?
3. What kind of relationships does the teenage girl on television have with her family and friends?
4. What are the major problems of the teenage girl on television?

The investigator hypothesized that:

1. The images of the teenage girl portrayed on television are middle class or upper-middle class in regard to socioeconomic status.
2. Situations in which the teenage girl is portrayed reflect a disintegration of the nuclear family.
3. Primary goals of the teenage girl on television are love, popularity and status among peers.
4. Major problems of the teenage girl as portrayed on television are concerned with personal development, boy-girl relationships and relationships with her family.

It is hoped that by analyzing the images of the teenage girl presented on television, the teacher might understand better the contributions television may make in developing the habits, ideas, beliefs and assumptions of her students.

#### Review of Related Literature

There is a wealth of literature to be found on the subject of the mass media and mass communications. Since the advent of television, there has been wide controversy over the effect it may have on our children. It is well known that youth tend to watch television in great quantities. Paul Witty (1963) and Wilbur Schramm (1965) report that seventh- and eighth-grade children devote an average of 16-19 hours a week to television. When they reach high school age, they average 12-14 hours a week. Schramm, Lyle and Parker (1961) state that:

For some children, under some conditions, some television is harmful. For other children under the same conditions, or for the same children under other conditions, it may be beneficial.

In their extensive television studies, Schramm, Lyle and Parker found that teenagers watch crime mysteries, dramas, adult westerns, popular music variety shows, and situation comedies. Girls were found to view

popular music shows more faithfully than boys and preferred programs built around romance, either in popular music shows or in family situation shows. Brighter children view television less and use the printed media more than the lower mentality group.

Working class families watch television more than middle class families. The peer group influences the amount and kind of television a teenager watches. His media habits are likely to resemble those of other teenagers he admires.

In a study of social life of teenagers, James Coleman (1961) found that mass media uses are related to status systems as well as personality differences. In status systems that rewarded athletic achievement, star athletes had less reason to turn to the mass media. Likewise in schools where scholarship was highly rewarded, boys who were the best scholars turned less to the mass media. In schools that rewarded girls more highly than boys in scholastic achievement, the girl scholars were less heavy users of the mass media than girls who were non-scholars. Evidence supported the author's hypothesis that heavy mass media use occurs when one is in a system where his achievements go unrewarded.

Himmelweit, Oppenheim and Vince (1958) found the world of television drama in England to be that of upper middle class urban society. They also found that television broadened children's knowledge of different occupations and produced in them a middle class value orientation. Children were also affected by the materialistic outlook inherent in many television plays, and tended to think more of things they would like to own rather than of personal qualities or the work they would like to do. Adolescent viewers were reported to be more curious about problems of adult life, about leaving home, finding a job and marrying, than the non-viewers.

Schramm, Lyle and Parker (1961) found evidence that children learn stereotypes from television concerning the nature of the adult world around them. Adolescent girls who had a heavy diet of soap opera television programs were more likely than other girls to believe that marriage is a tense and difficult state of affairs and to express anxiety about their own ability to cope with adult life.

Bailyn (1959) found that occupational choices like "actress" and "singer" occurred more frequently among girls of high exposure to pictorial media than among girls with low exposure. She also reports that girls show little preference for the aggressive-hero content as opposed to boys. She theorizes that it is possible that media content centering around romance and love instead of an aggressive hero may serve as an escape for girls at an older age.

Bailyn presents two views of mass media. It may provide a substitute world into which one may escape from the problems and tensions of life. Temporary solutions may be made, become habitual and tend to preclude more realistic and lasting solutions. The other view is that mass media supplements the individual's everyday life. In this view the mass media widens horizons of the person and supplies him with information on how to behave in certain situations.

Macoby (1954) says that television satisfies a need, provides wanted information or offers release from tension. The functions of fantasy produced by television are: it provides the child with experience which is free from real life controls; acts as a distractor; and provides wish-fulfillment.

Schramm, Lyle and Parker (1961) describe the functions of television as wish-fulfillment and socialization. It produces relief, pleasure and indulgence for frustrated human wish and desire. As an agency of socialization, it inculcates values, reinforces habits and creates expectations as parents and other real life socializers do. The authors also believe that a child can turn to television to escape from conflicts and frustrations of the real world or to seek aid and enlightenment for his own problems.

Snow (1959) believes that television creates passive citizens by schooling Americans in acquiescence, and teaching them to assume a passive role. Many communications researchers are proponents of this theory.

McLuhan (1964) believes, however, that television insures a high degree of audience involvement and affects the totality of our lives, personal, social and political. Therefore, it is difficult and unrealistic to attempt a systematic presentation of its influence. He maintains that the "medium is the message" or the basic source of effects, rather than the "content." He further states that the television child has been involved in depth with television and expects involvement and wants a deep commitment to society.

### Content Analysis

Wright (1959) describes content analysis as the "research technique for the objective, systematic, and quantitative description of the manifest content of communications." Its uses supply direct data on the characteristics of the content, and permit inferences about the nature of the communicator, the audience and effects, but do not provide direct evidence on the nature of the communicator, audience, or effects.

Gerbner (1958) states that the "primary tasks of the mass media content analyst...(are) to scientifically gather and test inferences about content that may involve generally unrecognized or unanticipated consequences, to isolate and investigate consequential properties of content which escape ordinary awareness..., to bring to awareness those hidden regularities of content which record and reflect objective mechanisms of a social order."

In an investigation of mass communications and popular conceptions of education, Gerbner (1964) developed a content analysis form to study the relevance and contributions of mass-produced information and entertainment to the development of public images and conceptions about education in the United States and seven countries of Western and Eastern Europe.

Similar content analysis forms were developed by Simpson (1964) for use in a study of images of the family portrayed in the teenagers' magazines. In one aspect of her study, concerned with the advice materials in the magazines, she found that the teen magazine is mainly concerned with immediate matters of personal-social relations and less with broader problems of the adult world.

The content analysis form used in the present study was adapted from one used by Simpson in her studies.

### Procedures

The investigator watched television programs available for viewing in the Champaign-Urbana area during the winter of 1965 via Channels 3 (CBS), 33 (NBC), and 70 to select programs for analysis in the study. Programs were selected according to the following criteria:

- (1) A teenage girl between the ages of 11 and 19 (or in junior high school, high school or college) was represented.
- (2) The teenage girl was represented in a family situation, i.e., mother and/or father and child or children living together.

There are numerous programs in which teenage girls appear. However, many are not represented in family situations, and some do not appear regularly, as they play supporting roles. Other programs were eliminated because they were shown at the same time.

Teenage girls appearing in television programs selected for analysis according to the above criteria were:

Patty Duke appearing in the "Patty Duke Show," Wednesday at 7:00 p.m., Channel 70.

Gidget appearing in the show of the same name, Wednesday at 7:30 p.m., Channel 70.

Doris appearing in "Hank," Friday at 7:00 p.m., Channel 33 (NBC).

Billy Jo, Bobby Jo, and Betty Jo, three sisters appearing in "Petticoat Junction," Tuesday at 8:30 p.m. on Channel 3 (CBS).

### The Instrument Used for Content Analysis

For analyzing these teenage characters, a content analysis instrument was adapted from a form developed by Simpson for use in her study of images of the family in the teen magazines. The device was used by the investigator and one other analyst on a trial basis for analyzing two of the above programs. Revisions were made and the final forms appear in the Appendix.



The instrument is made up of statements which describe the character such as, position in family, organization of family, her roles, race and nationality, religion, academic success, socioeconomic status, health, goals, aspirations, barriers, relationships among family members, physical appearance, competencies, and weaknesses. The instrument also provides a series of bipolar adjectives separated by a 7-point scale as an additional device for analyzing the image portrayed. For ease in assembling information concerning the characters, answers to statements (Form A) were compiled on a separate form (Form B).

It was the intent of the investigator to analyze each program 4 or 5 times. "Hank" was analyzed four times. "Petticoat Junction" was analyzed four times. Both "Patty Duke" and "Gidget" were analyzed just twice because of the investigator's academic schedule. "Tammy" was analyzed only once because this show appears at the same time as "Hank," and therefore was not included in the study.

The investigator did all the analyses. Another analyst watched two of the programs mentioned. The other analyst and the investigator were in agreement on most items.

### Treatment of Data

After analyses of the programs were completed, data for each character were combined to give a total picture of the teenager portrayed over the period of times the program was analyzed. Scores on the semantic differential were averaged for each character and plotted in graph form.

### Analysis and Discussion of Findings

The following discussion describes the qualities, characteristics and images of each character analyzed by the investigator. Each of the programs was presented in the traditional family situation comedy format and the time of the action was the present. All programs were fictitious, with no claim to represent actual events or persons.

### Patty Duke

Patty Duke plays the leading role in the "Patty Duke Show." She appears to be about sixteen and is the older of two children living with her mother and father. Her major role in the program is that of daughter. A British cousin, Kathy, lives with Patty, her younger brother and her mother and father. Kathy is billed as Patty's "identical" cousin because they are "look alikes," are the same age and are closer than sisters. Patty is Caucasian and American; her religion is impossible to ascertain. She seems to be an average or "C" student in high school.

The investigator estimates that she is probably in her third or fourth year of high school.

Patty's socioeconomic status is middle or upper-middle class. Her father receives a comfortable income for his white-collar-type work as an executive for a magazine publishing company. It is assumed that he would have to be a college graduate for this position, but it is impossible to ascertain the highest educational attainment of Patty's mother, whose occupation is housewife. The Dukes reside in a very comfortable and lovely home in the suburbs. There seems to be no evidence that Patty's socioeconomic status would change or that her family expects her to rise above or fall below the family's present status.

Patty's aspirations are mainly social. Popularity among her peers takes precedence over academic aspirations. "Getting by" in her studies seems to be the accepted thing to do.

The primary goal or value held by Patty is popularity and status in her peer group. Domination, power or mastery over others as well as friendship are secondary goals. The major barrier or problem that keeps Patty from attaining these goals is society, custom and tradition and her own lack of self-discipline. Patty usually attains her goals by masterful persuasion and charm, often combined with cunning and scheming.

Patty's relationship to both her parents is cooperative, and mutually trusting and affectionate. Their relationship to her is affectionate, supportive and democratic. Her parents are basically in agreement on questions regarding children and family life. However, they are quite permissive and Patty usually gets her own way. Her relationships to her brother and her cousin are also affectionate and mutually pleasant. Home life is generally serene, happy and uncomplicated.

Patty's relationship with her steady boy friend is casual, friendly and companionable. In one of the programs her relationship with a new boy in school was exploitative. She befriended the new boy, a studious "book-worm" type, by using her feminine charm to get him to do her term paper in history. She rationalized to her parents, friends and boy friend that she was helping the new boy "adjust" to the school. Her parents even entertained her boy friend for her while she and the new boy worked on her term paper. When her father realized what she was doing, he reasoned with her to do her own work. Patty finally did her own term paper with the help of a television program on the French Revolution which she happened to view by chance. Though she made the right moral decision, she still did not really do her own work, and she never did apologize to the new boy for taking advantage of him.

Patty has many friends of the same sex, including her cousin who is her closest friend. Her relationship with friends of the same sex is friendly and companionable.

The setting in which Patty primarily appears is her home and the school building. Patty's leisure time activities include talking on

the telephone almost constantly, going to the movies and school functions with her friends.

In physical appearance and manner, she is of average height and build, brunette, well-dressed and well mannered. She is friendly, exuberant, a leader, at ease socially and generally an "all-around American girl." She is most skillful and competent in sociability, persuasion and getting her own way with her friends and her parents. She is least competent in taking responsibility, and in obeying and respecting her parents' wishes.

Being the "star" of the show, Patty is the heroine and elicits strong identification. Patty seldom seems helpless in the face of overwhelming problems. Though she goes along with the gang, she does not always conform to group pressures. She seems to give little thought to the future and does not work hard at her studies. She is not unhappy about her physical appearance or material aspects of home. She is gay, happy and fun-loving, not "in love" or desiring to marry while in her teens. She is at ease socially and comfortable in all social situations. She never seems to be moody and "blue" or to worry excessively. She assumes few responsibilities at home but is a leader and organizer among her peers.

Table I shows Patty's rating on the seven-point semantic differential scale.

### Gidget

Gidget also plays the major role in the series by the same name. She is 15 1/2 years old and the younger of two children. She lives with her father, but has no mother. It is assumed that her mother is deceased. Her older sister is married, but lives nearby and often visits. She is somewhat of a mother-figure to Gidget.

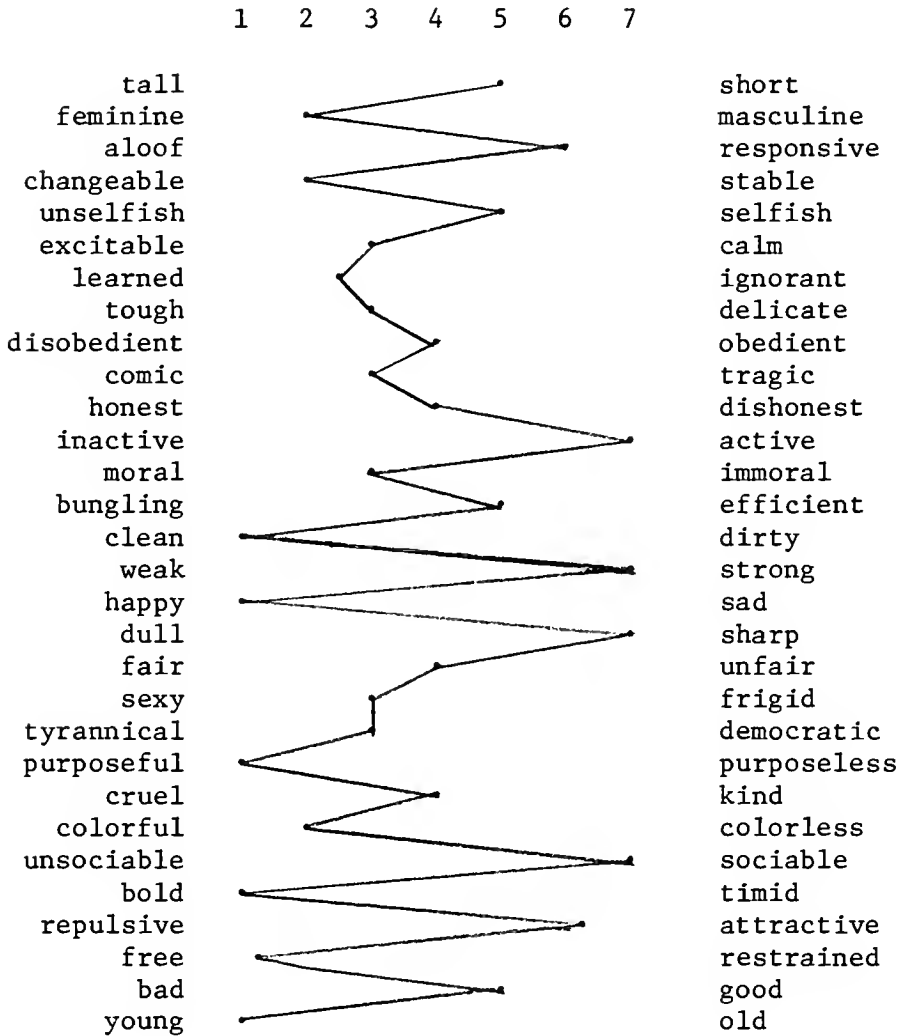
Gidget, who is probably in her second year of high school is brunette, small and slender in build, is "cute," naive, vivacious, and enthusiastic. Her major role is that of daughter and she too is Caucasian-American. She seems to be an average student. Here, again, academic talents are played down and popularity brought to fore.

Gidget's socioeconomic status is middle class. Her father is a professor whose income is probably moderate. Their home seems to be located in a west coast suburb or medium-sized city. The action usually takes place in Gidget's home, the school grounds and the beach.

Gidget's major aspiration, like Patty Duke's, is popularity with her peers, especially of the opposite sex. Primary goals and values held by Gidget are love, friendship and affection, freedom of expression and self-indulgence. The major barrier she encounters in seeking these goals are lack of experience and other people acting as individuals. Charm and attractiveness, along with dependence on luck and chance, are typical of her actions to achieve these aims.

TABLE I

Rating of Patty Duke on the Semantic Differential Scale



Her relationship to her father is cooperative, mutually trusting and affectionate. He is democratic, supportive, patient and understanding. Home life is serene and happy even though she is without a mother. Her relationships with persons of the opposite sex are usually friendly and companionable but also romantic.

Gidget's leisure time activities include swimming, surfing, dancing and dating. She does assume responsibilities at home, such as cooking for her father. She is most able at winning the opposite sex with her naive and charming personality. Her incompetence in making decisions and solving problems stems from lack of experience. As the heroine of the show she elicits a great deal of sympathy and understanding.

Gidget's rating on the semantic differential scale is shown on Table II.

#### Doris Appearing in Hank

Doris appears regularly in the supporting role for Hank, who is a college "drop-in" on the campus where her father is Dean. Hank has no family except a younger sister whom he supports by running a mobile snack bar and offering services of all types to the students on campus. He disguises himself as other students and non-existent students in order to get a college education. In her role as Hank's friend and romantic partner, Doris helps Hank evade her father's determined search to find and expel the college "drop-in" on campus.

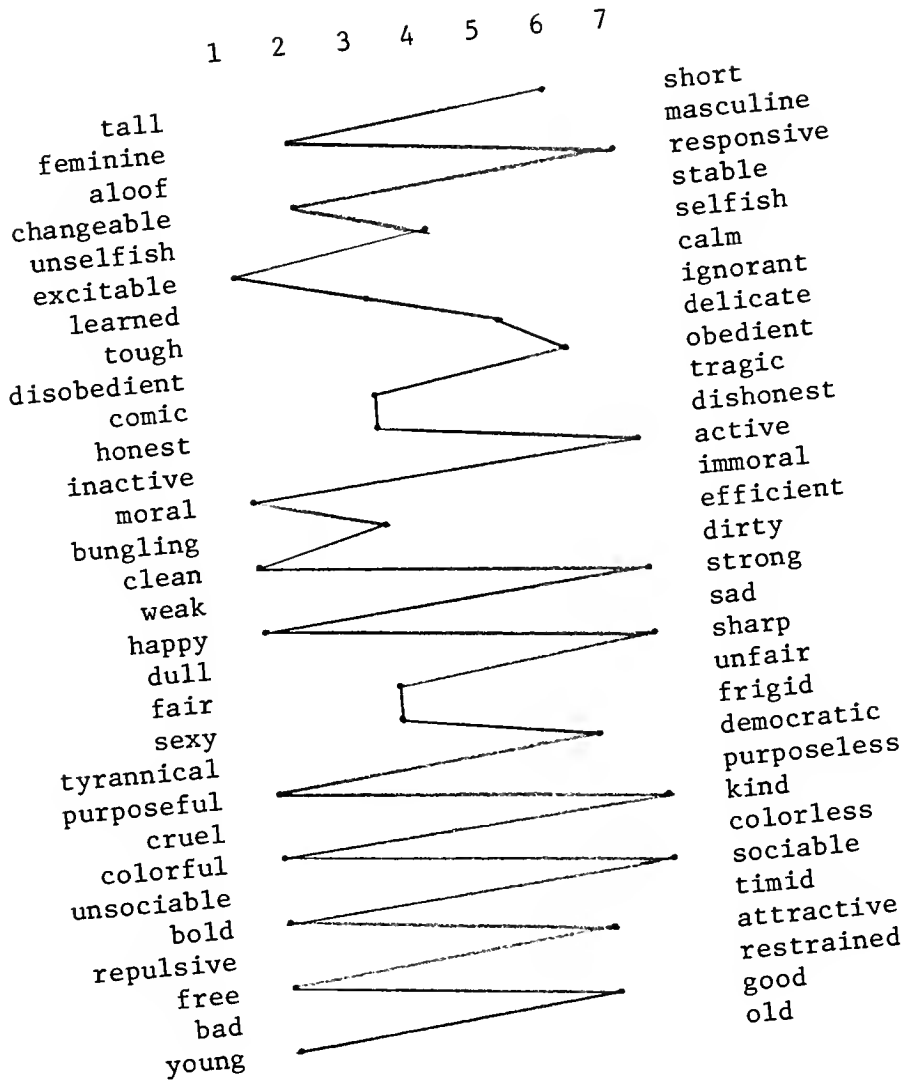
Doris is at least eighteen or nineteen, appears to be the only child, and lives at home with her mother and father while attending the college where her father is Dean. Doris' mother seldom has a part in the program. In fact, the mother never appeared in any of the four programs analyzed for this study, but did have a part on the program analyzed for the trial run. In one program Doris accompanied her father and his secretary (a competent, efficient middle-aged single lady) to their weekend cottage in the mountains. Doris' mother did not appear.

Doris' father is undoubtedly a college graduate, but it is impossible to ascertain her mother's education. Social mobility does not seem to be a concern to Doris or her family, although on one occasion her father thought she should be going out with a boy of higher status than Hank.

Doris' aspirations seem to be love and marriage and helping Hank attain his goals. Her studies are secondary to her relationship with Hank, though she appears to be a good student. Besides love as a major goal, freedom of expression and individualism is important to her. Her only barriers in attaining her goals appear to be society, custom and tradition and her father's authority. She attains her goals through charm, kindness, persuasion and perseverance. Her relationship to her father is cooperative and affectionate and he is supportive and democratic with her. However, she usually helps Hank avoid her father's plan for expelling him from school, rather than helping her father. She easily sways her father with her charms.

TABLE II

Rating of Gidget on the Semantic Differential Scale



In her leisure time, Doris usually helps Hank with his problems such as raising money for braces for his little sister's teeth. They go to the movies, dance and listen to records. Doris is blonde, slender, pretty and feminine. She wears fashionable clothes and is polite and well-mannered. Sociability, persuasion and getting along well with others are the things she does best. There seems to be little that she is incapable of doing. She is never helpless in the face of overwhelming problems; rather, she is a leader and organizer in her efforts to help and support Hank.

Table III shows Doris' rating on the semantic differential scale.

Betty Jo, Bobby Jo and Billy Jo  
in Petticoat Junction

Betty Jo, Bobby Jo and Billy Jo are sisters appearing in "Petticoat Junction." They play irregular supporting roles for their Mother Kate and their Uncle Joe, the main characters. On two programs all three sisters appeared on the program; in one, just Betty Jo and Bobby Jo had roles; and in the fourth program, only Betty Jo appeared. Their major role as supporting characters is that of daughters, although their secondary role is sisters. Their parts are very similar and overlapping. They differ only in their looks and ages. Betty Jo and Bobby Jo, both brunettes, are in high school and appear to be so close in age that they could be fraternal twins. They fall in the age range of 15 to 17 years. Billy Jo is blond and the oldest of the three, goes to secretarial school in the next town and is probably 19.

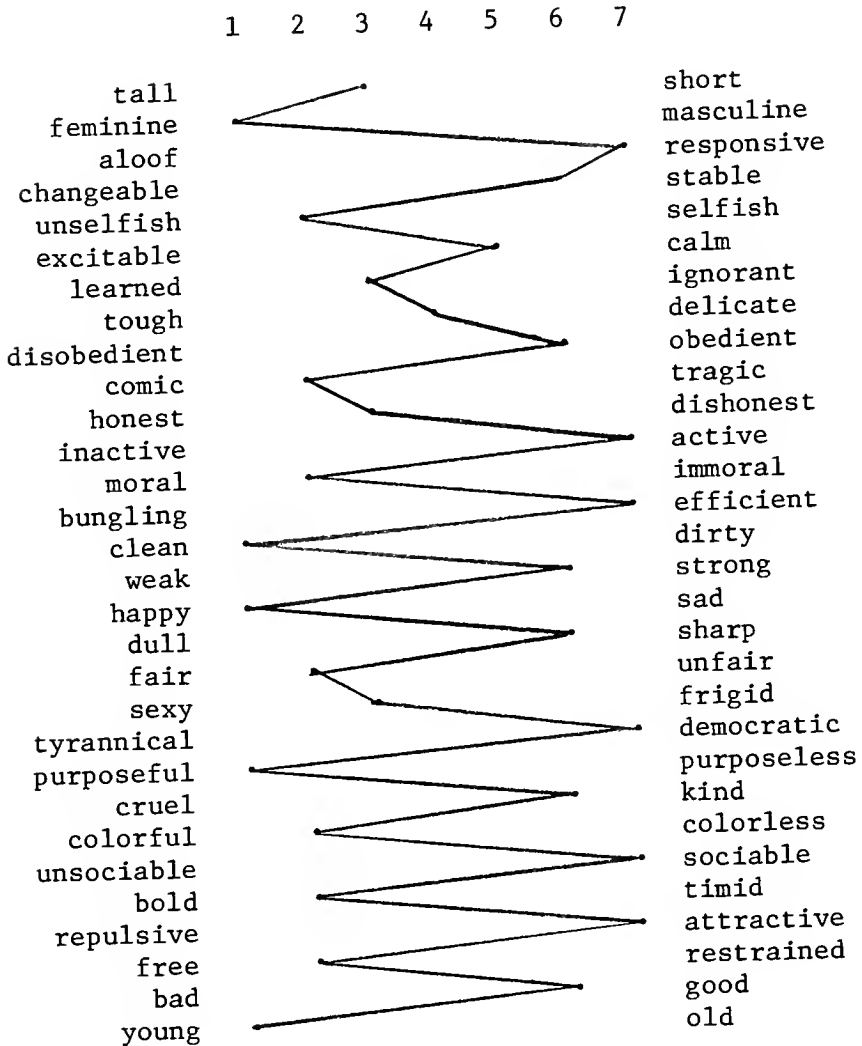
The three sisters live with their mother and uncle at the hotel which their mother owns and manages. Action takes place mainly at their hotel in Petticoat Junction and in the neighboring town of Pixley. Although the time of action is the present, the country town is old-fashioned and backward and unbelievably small to support a hotel. A quaint old train powered by coal takes passengers back and forth to Pixley. It seems to be privately owned and run as its schedule is as flexible as the passengers who ride it.

The three girls' major goal is romance, but they seem perfectly happy with their present home and family situation. In one program Billy Jo's goal was independence. She persuaded her mother to let her have her own apartment in Pixley where she goes to secretarial school, but she found that the price of independence came high financially and that it meant hard work and loneliness. She was soon back home under her mother's wing. Other goals manifest in the series were spite, adventure, status, and recognition. The three girls usually attain these goals with charm, persuasion, hard work and industriousness. Barriers they encounter are authority, tradition, and lack of experience and knowledge.

Billy Jo, Bobby Jo and Betty Jo share a mutually trusting cooperative relationship with each other and with their mother and uncle. They often mediate disputes between Kate and Uncle Joe, who usually sides with them against their mother. In three of the four programs,

TABLE III

Rating of Doris on the Semantic Differential Scale





none of the girls had friends of the opposite sex. In one program Betty Jo had a boy friend from school. Their relationship was casual and friendly.

Leisure time activities of the three girls included helping out at the hotel, going to the movies, and studying. The girls are all clean-cut, well-dressed and well-mannered "all-American" girls. Their role is mainly supportive as a foil for comic situations which envelop their mother and uncle. Their function is to help their mother and uncle disengage themselves from circumstances which are intended to be humorous.

Of all the programs analyzed, the teenage girls in this one are portrayed the least realistically. They seem almost too kind, too eager to cooperate, too obedient, too dependent and somewhat sexless.

Scores on the semantic differential were very similar for the three girls, so they have been combined and plotted in graph form on Table IV.

#### Summary of Findings

All of the characters analyzed were Caucasian American teenage girls. Two of the characters were judged to be 19 years old, whereas the other four fell into the age group of fifteen to seventeen years. Only one character was an only child. One was the older of two children, one the younger of two. Billy Jo, Betty Jo and Bobby Jo represented the only family having more than two children.

Patty Duke was the only character to be regularly portrayed in an intact family situation (mother and father and children living together). Although Doris in the "Hank" show has both a mother and father, her mother rarely appears in the program. It is interesting to note that Hank, the leading character of the show, has no parents, and plays the role of mother, father and brother to his younger sister. Gidget is portrayed in a family consisting of father and child living together, and Betty Jo, Bobby Jo and Billy Jo's family consists of mother, an older uncle and children living together.

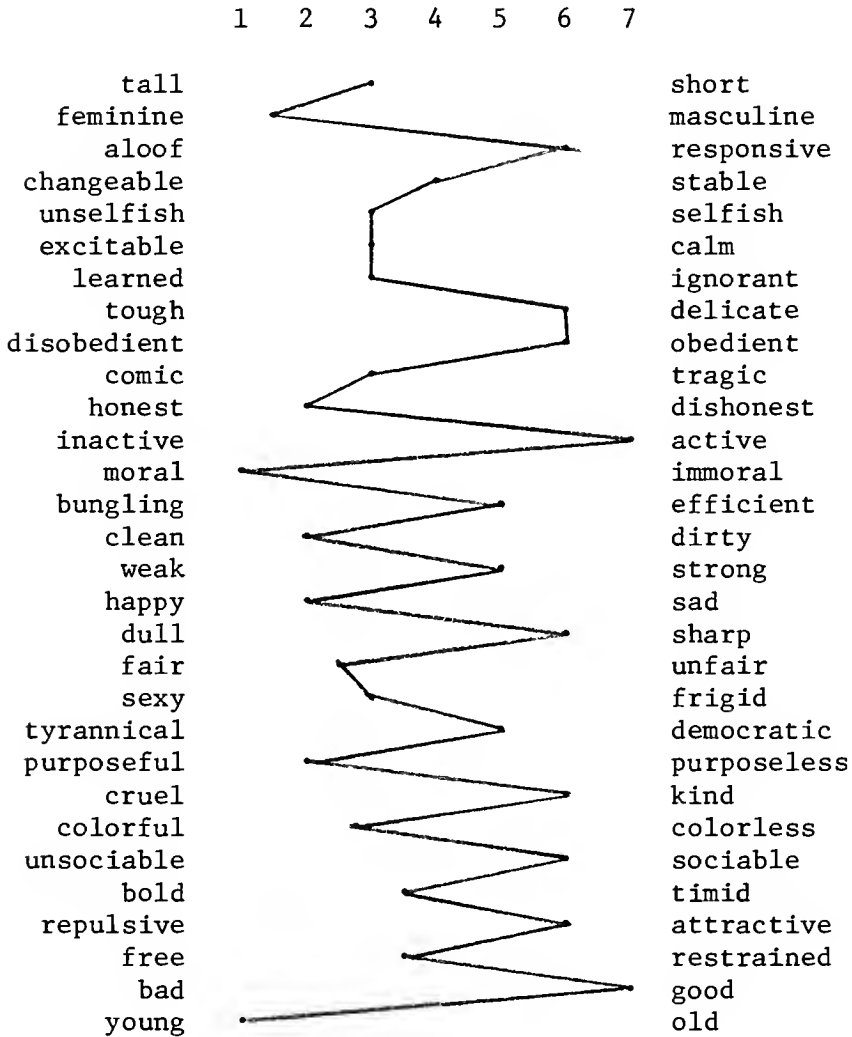
Gidget and Patty Duke played leading roles, and as such elicited sympathy, understanding and strong identification. All characters played the role of daughter, but Doris' major role was that of "friend or lover of person of opposite sex." The three girls in Petticoat Junction were usually portrayed primarily as daughters in their supporting roles to their mother and uncle. In one program their major roles were as sisters.

It was impossible to ascertain the religion of any of the characters. Involvement in church affairs was never indicated, nor was there evidence that any of the characters worried about the nature of God.

The setting in which characters primarily appeared was the home, schoolgrounds and school buildings. Although many of the plots evolved

TABLE IV

Combined Rating of Billy Jo, Betty Jo, and Bobby Jo  
on the Semantic Differential Scale



around school life, particularly extramural activities, it was difficult to judge the academic success of each of the characters. Doris and the sisters in Petticoat Junction were judged to be good or "B" students, whereas Gidget and Patty Duke appeared to be average or "C" students. Four of the characters were in high school, one in college and one in business school.

The investigator assumed that Gidget's father, a professor; Patty Duke's father, an executive for a publishing company; and Doris' father, a college dean; all were college graduates. It was impossible to ascertain educational attainment of any of the mothers. One of the two mothers appearing regularly in the programs works, but she does not work outside the home. Her means of supporting her family is managing the hotel, where the family lives.

Each of the characters was portrayed in a middle class family of moderate or comfortable income. Their homes were also comfortable and better-than-average. Social mobility did not seem to be a concern to these characters or to their families. In one instance the character's father objected briefly to her boy friend because his status was lower than hers and his future uncertain. All of the characters were physically and mentally healthy and normal.

All of the characters' aspirations seemed to be in the social realm. None of them had high academic, vocational or professional aspirations. It was not surprising to find that the primary goals held by the characters were categorized as "love, friendship, affection, cooperation," and "fame, popularity, and prestige." Secondary goals included "freedom of expression, individualism," "status and recognition," "adventure, thrill, satisfaction of impulse." Barriers encountered most often in attaining goals were "self, lack of knowledge or experience, weakness," and "society, love, customs, authority." "Other people acting as individuals" was a barrier in one instance.

The principal means typical of the characters striving toward goals seemed to be "charm, attractiveness, and kindness" and "persuasion." Other means used to achieve aims were "hard work, industriousness, perseverance"; "luck, chance, fate"; and "trickery, deceit, and cunning."

Analysis of the above-mentioned goals, barriers and means for achieving goals were arrived at mainly by subjective judgment on the part of the analyst. There is little evidence to support these judgments; they must be inferred. It is possible that the analyst's judgments were strongly influenced by his own values and attitudes.

Relationships of the characters and their parents was mutually trusting and cooperative in every case. Affectionate and mutually pleasant relationships existed between the characters and their siblings, also.

Patty Duke, Gidget and Doris were usually portrayed with friends of the opposite sex. The sisters in Petticoat Junction seldom have friends of the opposite sex. Patty Duke's relationship with her boy friend was casual except for one time when it was exploitative. Doris'

relationship with Hank is definitely romantic. The other relationships with the opposite sex ranged from casual to the character desiring or wishing for a romantic relationship. Patty Duke was the only character with many friends of the same sex. There was no evidence that the other characters had friends of the same sex. Doris' Hank was the only romantic partner of lower socio-economic status than the character.

Leisure time activities included going to the movies, dancing, talking on the telephone, swimming, surfing and studying. None of the characters was portrayed as smoking or drinking.

All of the characters are extremely attractive looking girls. They are all well-dressed, well-coifed and well-mannered. They are all friendly, at ease socially and seem to typify the "All-American Girl." They all seem to be most competent in sociability, persuasiveness and the ability to get along with others. The things in which they seem least competent are taking responsibility, respecting parents' wishes, making decisions and solving problems. These judgments are also subjective appraisals of the analyst.

In regard to the relationship of the character's parents to one another, only Patty Duke's can be described as "basically in agreement on questions regarding children and family life." In the other cases only one parent appears in the program. For the sake of the plot, Kate in Petticoat Junction and Uncle Joe were always on friendly terms, but often had disagreements regarding children and family life.

Petticoat Junction was the only program in which a relationship existed between the characters and an older person. This relationship was a loving, close relationship; Uncle Joe counsels with and advises the girls.

### Conclusions and Recommendations

The objective of this study was to analyze the images of teenage girls portrayed in selected television programs. Teenage girls are portrayed in many other programs than those selected for analysis. It would be helpful to analyze teenage girls who may not be depicted in a family situation, including Westerns, adventure and crime shows, and serials such as Peyton Place, which are undoubtedly viewed by teenage girls.

The content analysis did support the writer's hypothesis that the images of the teenage girl portrayed on television are middle class in regard to socio-economic status. Analysis supported the hypothesis that television reflects a disintegration of the nuclear family.

There was also evidence to support the hypothesis that primary goals of the teenage girls on television are love, popularity and status among peers. Freedom of expression and adventure were other goals held by teenage girls analyzed. As mentioned previously, analyses of goals and values are quite subjective on the part of the analyst.

The last hypothesis, that major problems of the teenage girl portrayed on television are concerned with personal development, boy-girl relationships and relationships with her family, was not entirely supported. Relationships with the opposite sex were extremely important, whereas personal development and relationships with the family did not seem to be such great problems.

It is not within the scope of this study to judge whether or not these images are realistic or good or whether the values and goals held by these teenagers are desirable ones. Neither is it possible to know how these images actually affect the teenage girl or whether they affect them at all. Nevertheless, the study points up a need for home economics teachers to be aware of and familiar with the television programs her students are viewing.

As an agency for socialization and a source of ideals and values, television may serve as an important reference to many students who have few other family models to which they can refer. Yet ideal families are seldom found on television. Therefore the teacher needs to provide family models through resource persons, case studies, books or films. If more ideal situations can be presented to the student for comparison, then commercial television can be used more effectively in personal and family relations discussions.

Another area which is given little attention or importance on television, is that of planning for future needs such as education or jobs. Emphasis is placed instead on immature gratification of personality needs. Here, again, it is the teacher's responsibility to provide models for comparison. Women who have combined career and marriage successfully, college students home on vacation, single career girls in home economics and other fields would provide excellent resource persons and examples of planning for the future.

Television programs can provide a wealth of materials and models with which the students are already familiar, and may provide effective motivation for discussion in the area of personal and family relations. Many educational possibilities are to be found in commercial television; they need only to be used for these purposes rather than for entertainment only.

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APPENDIX

21-10

Form B - For Analysis of Teenage Characters

- A. Name of character \_\_\_\_\_  
 B. Title of show or series \_\_\_\_\_  
 C. Channel and network \_\_\_\_\_  
 D. Date and time of telecast \_\_\_\_\_  
 E. Length of telecast \_\_\_\_\_

- |               |               |
|---------------|---------------|
| 1. ( ) _____  | 28. ( ) _____ |
| 2. ( ) _____  | 29. ( ) _____ |
| 3. ( ) _____  | 30. ( ) _____ |
| 4. ( ) _____  | 31. ( ) _____ |
| 5. ( ) _____  | 32. ( ) _____ |
| 6. ( ) _____  | 33. ( ) _____ |
| 7. ( ) _____  | 34. ( ) _____ |
| 8. ( ) _____  | 35. ( ) _____ |
| 9. ( ) _____  | 36. ( ) _____ |
| 10. ( ) _____ | 37. ( ) _____ |
| 11. ( ) _____ | 38. ( ) _____ |
| 12. ( ) _____ | 39. ( ) _____ |
| 13. ( ) _____ | 40. ( ) _____ |
| 14. ( ) _____ |               |

- |           |           |
|-----------|-----------|
| 15. _____ | 41. _____ |
| _____     | _____     |
| _____     | _____     |
| 16. _____ | 42. _____ |
| _____     | _____     |

- |               |           |
|---------------|-----------|
| 17. ( ) _____ |           |
| 18. ( ) _____ |           |
| 19. ( ) _____ |           |
| 20. ( ) _____ | 43. _____ |

- |           |           |
|-----------|-----------|
| 21. _____ |           |
| _____     |           |
| _____     | 44. _____ |
| _____     | _____     |

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|---------------|---------------|
| 22. ( ) _____ |               |
| 23. ( ) _____ | 45. ( ) _____ |
| 24. ( ) _____ | 46. ( ) _____ |
| 25. ( ) _____ | 47. ( ) _____ |
| 26. ( ) _____ | 48. ( ) _____ |
| 27. ( ) _____ |               |

- |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|
| 49. ( ) | 55. ( ) | 61. ( ) | 67. ( ) | 73. ( ) | 79. ( ) |
| 50. ( ) | 56. ( ) | 62. ( ) | 68. ( ) | 74. ( ) | 80. ( ) |
| 51. ( ) | 57. ( ) | 63. ( ) | 69. ( ) | 75. ( ) | 81. ( ) |
| 52. ( ) | 58. ( ) | 64. ( ) | 70. ( ) | 76. ( ) | 82. ( ) |
| 53. ( ) | 59. ( ) | 65. ( ) | 71. ( ) | 77. ( ) | 83. ( ) |
| 54. ( ) | 60. ( ) | 66. ( ) | 72. ( ) | 78. ( ) | 84. ( ) |



Form B

(1)(2)(3)(4)(5)(6)(7)

85. tall-----:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:short  
 86. feminine---:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:masculine  
 87. aloof-----:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:responsive  
 88. changeable-:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:stable  
 89. unselfish--:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:selfish  
 90. excitable--:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:calm  
 91. learned----:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:ignorant  
 92. tough-----:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:delicate  
 93. disobedient:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:obedient  
 94. comic-----:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:tragic  
 95. honest-----:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:dishonest  
 96. inactive---:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:active  
 97. moral-----:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:immoral  
 98. bungling---:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:efficient  
 99. clean-----:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:dirty  
 100. weak-----:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:strong  
 101. happy-----:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:sad  
 102. dull-----:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:sharp  
 103. fair-----:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:unfair  
 104. sexy-----:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:frigid  
 105. tyrannical-:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:democratic  
 106. purposeful-:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:purposeless  
 107. cruel-----:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:kind  
 108. colorful---:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:colorless  
 109. unsociable-:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:sociable  
 110. bold-----:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:timid  
 111. repulsive--:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:attractive  
 112. free-----:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:restrained  
 113. bad-----:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:good  
 114. young-----:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:old  
  
 115. Description: Character, role, functions. Direct  
 quotes or descriptions.

Form A - For Analysis of Female Teenage Characters

Fill out separate Form B for each teenage girl portrayed in a family situation in the television program. Do not mark this sheet. Clip together the forms for characters that appear in the same program.

- A. Write in the name of character. (Encircle M if the major character.)
- B. Write in title of show or series. (Encircle S if program is a serial.)
- C. Write in channel and network (NBC, CBS, etc.).
- D. Write in date and time of telecast.
- E. Write in length of telecast.

1. Does television show or series belong to any one of the following traditional format categories? Write in parenthesis the most appropriate number from the list below. Explain if necessary.
  - (1) Exploration, adventure
  - (2) Comedy, humor, situation comedy
  - (3) Western, cowboy, Indian, pioneer life
  - (4) Detective, gangster, crime, murder mystery
  - (5) Romance, confession, domestic or family situation-type serial
  - (6) General drama or fiction
  - (7) Other; explain
2. What is the time of action presented, if any? Write in parenthesis most appropriate number from list below. Explain if necessary. (Write in exact time if given.)
  - (1) Distant past; historical (beyond lifetime of viewers)
  - (2) Recent past (within lifetime of viewers)
  - (3) Present
  - (4) Near future (within lifetime of viewers)
  - (5) Distant future (beyond lifetime of viewers)
  - (6) Several time periods
  - (7) Timeless; no way to specify any time period
3. Age of character. Write in parenthesis the most appropriate number from the following list:
  - (1) Eleven to thirteen years, inclusive
  - (2) Fourteen to fifteen years, inclusive
  - (3) Sixteen to seventeen years, inclusive
  - (4) Eighteen to nineteen years, inclusive
  - (5) Age unidentifiable

Note: Age may be estimated as closely as possible from evidence such as grade in school, etc.

4. Position in family. Write in parenthesis the most appropriate number from the following list:
  - (1) Only child
  - (2) Older or oldest child
  - (3) Younger or youngest child
  - (4) Middle child, or child with both older and younger brothers and/or sisters
  - (5) Twin
  - (6) Unspecified

5. Number of children in character's family. Write in parenthesis the most appropriate number from the following list:
  - (1) One only
  - (2) Two
  - (3) Three or four
  - (4) More than four
  - (5) Impossible to ascertain
6. Primary role of character. Write in parenthesis the most appropriate number from the following list:
  - (1) Daughter
  - (2) Teenage bride
  - (3) Friend or lover of person of opposite sex
  - (4) Friend of person of own sex
  - (5) Sister
  - (6) Other; specify
  - (7) Impossible to ascertain
7. Organization of character's family. Write in parenthesis the most appropriate number from the following list:
  - (1) Family intact - consists of mother, father, child or children living together.
  - (2) Family consists of father and child or children living together. Mother deceased.
  - (3) Family consists of father and child or children living together. Mother and father divorced or separated.
  - (4) Family consists of mother and child or children living together. Father deceased
  - (5) Family consists of mother and child or children living together. Father and mother divorced or separated.
  - (6) Family consists of child or children and parent substitute (as grandparent, aunt or uncle, etc.)
  - (7) Family organization not described.
  - (8) Other family organization. Specify.
8. Character's race. Write in parenthesis the appropriate number from the following list:
  - (1) Caucasian
  - (2) Negro
  - (3) Oriental
  - (4) Other. Specify.
9. Character's nationality or national background of parents. Write in parenthesis the appropriate number from the following list:
  - (1) American (United States)
  - (2) Canadian
  - (3) Mexican
  - (4) South or Central America
  - (5) European
  - (6) Asian
  - (7) Australian
  - (8) African
  - (9) Other; specify
  - (10) Impossible to ascertain

10. Religious group to which character belongs. Write in parenthesis the appropriate number from the following list:
- (1) Catholic
  - (2) Jewish
  - (3) Protestant
  - (4) Other: specify
  - (5) Impossible to ascertain
11. Academic success of character. Write in parenthesis the most appropriate number from the following list.
- (1) Academically talented; unusually successful; honor student
  - (2) Good student; "makes good grades;" "average A's and B's"
  - (3) Average or "C" student
  - (4) Poor student; "in trouble" with one or more courses
  - (5) Mentally handicapped, hence unable to achieve average classroom situation
  - (6) Other; specify
  - (7) Impossible to ascertain
12. Year in school. Write in parenthesis the most appropriate answer from the following list:
- (1) Junior high school (grades 7-8)
  - (2) First year of high school (grade 9)
  - (3) Second year of high school (grade 10)
  - (4) Third year of high school (grade 11)
  - (5) Fourth year of high school (grade 12)
  - (6) High school
  - (7) College (junior or 4-year college)
  - (8) Trade or specialty school, as business school
  - (9) Other; specify
  - (10) Not in school. "Drop-out" although of school age (through 18)
  - (11) Impossible to ascertain
13. Highest educational attainment of character's father. Write in parenthesis the most appropriate number from the following list:
- (0) Character has no father or father-substitute
  - (1) No formal schooling
  - (2) Less than 8th grade education
  - (3) Eighth grade education
  - (4) Attended high school
  - (5) High school graduate
  - (6) Attended college
  - (7) College graduate
  - (8) Other; specify
  - (9) Impossible to ascertain
14. Highest educational attainment of character's mother. Write in parenthesis the most appropriate number from the following list:
- (0) Character has no mother or mother-substitute
  - (1) No formal schooling
  - (2) Less than 8th grade education
  - (3) Eighth grade education
  - (4) Attended high school

- (5) High school graduate
- (6) Attended college
- (7) College graduate
- (8) Other; specify
- (9) Impossible to ascertain

15. Occupation of father. Write in the job title, as biology teacher, bricklayer.
16. Occupation of mother. Write in the job title, as beautician, housewife.
17. Place of residence. Write in parenthesis the most appropriate number from the following list:
- (1) Farm or country
  - (2) Suburbs
  - (3) Small town
  - (4) Small or medium-sized city
  - (5) Large city
  - (6) Other; specify
  - (7) Impossible to ascertain
18. Socio-economic status of character. Write in parenthesis the most appropriate number from the following list:
- (1) Upper class; title or wealth; great power or prestige
  - (2) Middle class; moderate or comfortable income; white-collar type work
  - (3) Lower class; manual labor; meager income; little power or prestige
  - (4) Outside of class structure; illegal occupation; member of armed forces or other service with no indication of status
  - (5) Cannot classify; ambiguous; not sufficient evidence
19. Does character's socio-economic status change? Write in parenthesis the most appropriate number from the following list:
- (0) If no change
  - (1) If character moves up or is expected to move up in status
  - (2) If character moves down or is expected to move down in status
20. Family's expectations for character in respect to socio-economic status. Write in parenthesis the most appropriate number from the following list:
- (1) Family expects character to remain at family's socio-economic level
  - (2) Family expects character to rise above family status
  - (3) Family expects character to fall below family status
  - (4) Not indicated in story
21. Describe character's social, academic, vocational or professional aspirations, if any. Does character strive for some type of work, knowledge, social, vocational advancement? If so, what type? (Write in.)

22. Character's physical and mental health. If only one of the following applies, write in the appropriate number; if more than one, write in sum of all appropriate numbers. Specify illness or injury.
- (0) Normal, healthy throughout
  - (1) Suffers from some physical illness (not injury)
  - (2) Suffers from physical injury
  - (3) Suffers from mental illness, serious emotional disturbance  
(requiring care or therapy, whether given or not)
  - (4) Suffers from bodily handicap, deformity, abnormality
  - (5) Not indicated
23. Indicate primary goal or value held by character. Write in number of most appropriate category from list below; state specific goal or value; explain.
24. Indicate second major goal or value held by character. Write in number of most appropriate category from list below; state specific goal or value; explain.

#### Categories of Goals and Values

- (1) Safety, self preservation
  - (2) Escape from law, concealment of guilt, evasion of consequences of crime
  - (3) Health; adjustment; bodily or mental integrity
  - (4) Freedom of expression; individualism
  - (5) Material success, wealth, financial security, making a living, job
  - (6) Comfort, leisure, pleasure, self-indulgence
  - (7) Power, domination, mastery over others and things
  - (8) Adventure, thrill, satisfaction of impulse
  - (9) Love, friendship, affection, cooperation
  - (10) Home, family, children
  - (11) Sex but without love or romance
  - (12) Fame, popularity, prestige
  - (13) Justice, duty, public service
  - (14) Idealism, a way of life, a better world
  - (15) Truth, beauty, knowledge; art, science, professional goals; productivity; creativity; learning, self-development
  - (16) Hatred, revenge, defiance, destruction, spite, brutality
  - (17) Honesty, honor
  - (18) Status, recognition
25. What barrier, difficulty, problem does character encounter in seeking goals and values? Write in number of the category of major barrier, etc., from the list below. Note exact nature of barrier, difficulty, problem.
26. Write in parenthesis number of second major difficulty (if any). If none, place an 0 in the space.

Categories of Barriers, Problems

- (0) Apparently no barriers
  - (1) Society, law, customs, tradition; enemy; impersonal authority of any kind; officials acting as representatives of authority (employer, administrator, government or other superiors)
  - (2) Nature or the elements; illness, injury, physical hardship
  - (3) Other people acting as individuals; personal conflict, trickery, hatred; jealousy, rivalry, ignorance, etc.
  - (4) Self; mental or emotional block; fear, phobia, obsession; weakness; lack of knowledge, training, care, courage, etc.
  - (5) Lack of money or other material means
27. What is the principle means typical of character's actions or striving toward goals? Write in most appropriate number from list below. Specify, explain.
28. What is other major means (if any) character uses to achieve aims? Write in number from list below. Specify, explain.

Categories of Means

- (1) Hard work, industriousness, perseverance
  - (2) Luck, chance, fate, accident, coincidence
  - (3) Trickery, deceit, cunning
  - (4) Knowledge, intellect, information
  - (5) Charm, attractiveness, kindness
  - (6) Force, power, firmness, discipline, strength
  - (7) Persuasion, argument
29. What is the primary nature of character's relationship to her mother or mother-substitute? Write in number
- (0) Character has no mother-figure
  - (1) Cooperative, mutually trusting, affectionate
  - (2) Rebellious, uncooperative, resentful
  - (3) Pressured and dominated by parent; tries to please with little success; afraid, submissive
  - (4) Indifferent, unloving
  - (5) Other; specify
  - (6) Relationship with mother-figure not indicated
30. What is the primary nature of character's relationship to her father or father-substitute? Write in number.
- (0) Character has no father-figure
  - (1) Cooperative, mutually trusting, affectionate
  - (2) Rebellious, uncooperative, resentful
  - (3) Pressured and dominated by parent; tries to please with little success; afraid, submissive
  - (4) Indifferent, unloving
  - (5) Other; specify
  - (6) Relationship with father-figure not indicated

31. What is the father's relationship to the character? Write in number.
- (0) Character has no father-figure
  - (1) Trusting, affectionate, supportive, democratic
  - (2) Dominating, autocratic, but affectionate
  - (3) Dominating, autocratic, unaffectionate
  - (4) Indifferent
  - (5) Other; specify
  - (6) Relationship with father-figure not indicated
32. What is the mother's relationship to the character? Write in number.
- (0) Character has no mother-figure
  - (1) Trusting, affectionate, supportive, democratic
  - (2) Dominating, autocratic, but affectionate
  - (3) Dominating, autocratic, unaffectionate
  - (4) Indifferent
  - (5) Other;specify
  - (6) Relationship with character not indicated
33. What is character's relationship to her sibling(s)?
- (0) No siblings (or none mentioned)
  - (1) Affectionate, mutually pleasant
  - (2) Perceives self as sibling's rival for affection or rewards
  - (3) Loving and supportive toward sibling who has negative feelings for her
  - (4) Mutual dislike and lack of accord
  - (5) Relationship changes
  - (6) Relationship not described
34. Does character have or desire a particular person of the opposite sex as partner or as a friend? Write in number.
- (1) None mentioned
  - (2) Yes
35. If answer to 34 is yes, what is the primary nature of the relationship? Write in number.
- (0) Answer to 34 is (1)
  - (1) Friendly, companionable, casual
  - (2) Lover-like, romantic, sexual attraction with feeling of being "in love"
  - (3) Exploitative (sexually or otherwise)
  - (4) Friend serves as parent-substitute
  - (5) One-way relationship; desired person does not respond
  - (6) Other; specify
36. Does character have a friend, rival, or enemy of the same sex? Write in number.
- (1) None mentioned
  - (2) Yes
37. If answer to 36 is yes, what is the primary nature of the relationship?
- (0) Answer to 36 is (1)
  - (1) Friendly, companionable
  - (2) One of dislike, rivalry, enmity
  - (3) Exploitative
  - (4) Friend serves as a parent-substitute
  - (5) Other; specify
  - (6) Not explained



38. Is character's friend or romantic partner (or desired friend or romantic partner) of the opposite sex, of the same, lower, or higher status? Write in number.
- (0) No friend of opposite sex or romantic partner mentioned
  - (1) Person is of same status as character (in terms of social class, power, authority, prestige, family relationship, etc.)
  - (2) Person is of higher status than character
  - (3) Person is of lower status than character
  - (4) Impossible to ascertain person's status
39. Is character's friend, rival, or enemy of the same sex, of the same, lower, or higher status? Write in number.
- (0) No friend, rival or enemy
  - (1) Person is of the same status of character
  - (2) Person is of higher status than character
  - (3) Person is of lower status than character
  - (4) Impossible to ascertain person's status
40. Indicate nature of place, locale, setting in which character primarily appears. Write in number.
- (1) Private home
  - (2) Place of recreation or amusement. Specify
  - (3) Automobile
  - (4) Place of work
  - (5) Place of worship
  - (6) School building or school grounds; university
  - (7) Town; neighboring town
  - (8) Other; specify
41. List leisure time activities or habits of character, if any. Write in the space provided. (Activities such as following should be included: going to movies, viewing television, listening to records or radio, reading, dancing, smoking, drinking, physical activities such as sports, viewing sporting events, visiting friends and relatives, etc.)
42. Describe character's physical appearance and manner--coloring, build, clothes, speech, demeanor, mannerisms. Write in the space provided.
43. Of all the things the character does or has done, in what is she the most able, skillful, or competent? State, explain.
44. Of all the things the character does or has done, in what is she the least competent? State, explain.
45. What is the role of the character in this story? Write in number.
- (1) Heroine; elicits sympathy, understanding, strong identification
  - (2) Villainess; unsympathetic role; elicits dislike or rejection
  - (3) Neutral; weak or helpless in the face of forces greater than herself
  - (4) Other; explain

46. What is the relationship of character's parents to one another. Write in number.
- (1) No parents - or only one parent
  - (2) Supportive; basically in agreement on questions regarding children and family life
  - (3) Affectionate but have disagreements on questions regarding children and family life
  - (4) Pull in separate direction; neither supportive nor affectionate, disagree on basic family issues
  - (5) Other; explain
47. What relationship does the character have with the aged - such as grandparents, older person in neighborhood. Write in number.
- (1) No aged person mentioned
  - (2) Loving, close relationship, older person counsels with or advises
  - (3) Affectionate; tolerates older person, but does little real sharing of problems or ideas with him
  - (4) Somewhat or quite unaffectionate; tolerates older person but with reluctance
  - (5) Unkind to older person; actively dislikes and/or mistreats
  - (6) Other; explain
48. How would you characterize the home life of this character? Write in number.
- (0) No indication of home life given
  - (1) Serene, happy, generally uncomplicated
  - (2) Troubled; problems in family life are evident
  - (3) Changes from serene to troubled during course of story
  - (4) Other; explain
- 49-84. Consider each of the following statements in the light of what you know about character. Place a 1 in the parenthesis beside the number if the statement definitely fits the character; place a 2 beside the number if the statement definitely does not fit the character. Encircle the number if relevant but fitness unclear. If no evidence or opportunity to judge either way, leave the parenthesis blank.
- (49) Misunderstood by adults
  - (50) Doesn't communicate well with others
  - (51) Helpless in the face of overwhelming problems
  - (52) Goes along with the gang; conforms to group pressures
  - (53) Gives little thought to future
  - (54) Limits sexual relationship to kissing and holding hands
  - (55) Works hard at studies
  - (56) Works hard at job for which she receives pay
  - (57) Loafs away her time
  - (58) Cheats in school
  - (59) Spends money freely
  - (60) Saves her money
  - (61) Drives a car
  - (62) Unhappy about physical appearance
  - (63) Unhappy about material aspects of home
  - (64) Wants to leave home
  - (65) Daydreams to considerable extent

- (66) Is bashful and shy
- (67) Wonders if she is normal
- (68) Is discriminated against because a member of minority group
- (69) Is in love
- (70) Desires to marry while still in teens
- (71) Is gossiped about - has a bad reputation
- (72) Is active in church affairs
- (73) Worries about nature of God
- (74) Is ill at ease socially
- (75) Is comfortable in most social situations
- (76) Is moody and "blue"
- (77) Attempts or plans suicide
- (78) Worries a great deal
- (79) Is gay and happy, fun-loving
- (80) Is serious and quiet
- (81) Assumes responsibilities around home
- (82) Is a leader and organizer
- (83) Is a follower
- (84) Helps and supports other people

85-114. On Form B, rate the character on the basis of your impression of general characteristics.

Place an X in the one space on each line closer to the word which fits your total impression of this over-all concept better than its opposite. If one of the adjectives seems very appropriate, mark space right next to it like this:

small: X : \_\_ : \_\_ : \_\_ : \_\_ : \_\_ : \_\_ : large

OR

small: \_\_ : \_\_ : \_\_ : \_\_ : \_\_ : X : large

If quite appropriate, mark like this:

small: \_\_ : X : \_\_ : \_\_ : \_\_ : \_\_ : large

OR

small: \_\_ : \_\_ : \_\_ : \_\_ : X : \_\_ : large

If somewhat appropriate, mark like this:

small: \_\_ : \_\_ : X : \_\_ : \_\_ : \_\_ : large

OR

small: \_\_ : \_\_ : \_\_ : \_\_ : X : \_\_ : large

If you cannot decide, mark center space.

Note: Rate according to your impression of what is presented; do not express personal interpretation; do not express judgment of artistic or aesthetic quality.

Mark every scale; don't skip any. Mark scales on one side or other when possible; use center space only when necessary. Mark carefully but rapidly.

115. Write full description of character, role, functions. Give pertinent direct quotes or descriptions when possible. Attach to Form B.
- 

Note: The items in this form were taken directly or adapted from content analysis forms developed by Dr. Elizabeth J. Simpson, Chairman, Division of Home Economics Education, Department of Vocational-Technical Education, University of Illinois for use in her study "Images of the Family". Part of this study, "Advice in Teen Magazines", appeared in Illinois Teacher of Home Economics, 7:6, 1963-64, pp. 1-57.





ILLINOIS TEACHER  
OF HOME ECONOMICS  
UNIVERSITY OF ILLINOIS

# ILLINOIS TEACHER OF HOME ECONOMICS

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## CURRICULUM DEVELOPMENT IN HOME ECONOMICS EDUCATION

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FOREWORD TO THE ILLINOIS TEACHER OF HOME ECONOMICS,  
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Is homemaking education vocational education? This issue of the Illinois Teacher provides an affirmative answer to this question. Your reactions are solicited. In particular, we are eager to obtain personal statements, studies, or court cases that provide additional support for the position that we have taken.

A short article on nonverbal communication is included for the general interest that it may have for readers. The author has had a number of requests for copies of this article which was originally prepared as a speech for graduate students in home economics at the University of Illinois, and later adapted for high school students. In the original version, in discussing "communication through touch," the author used Nelson Algren's short story, "Stickman's Laughter," to illustrate communication through touch between husband and wife. Our readers may enjoy reading Mr. Algren's story. It provides in addition to an illustration of nonverbal communication, an interesting study in values.

The Illinois Teacher has received requests for more information regarding home economics programs at the post-high school level. We are pleased to share with our readers outlines of home economics-related occupationally-oriented courses from Long Beach City College.

--Elizabeth J. Simpson, Editor  
Illinois Teacher of Home Economics



## A CASE FOR HOMEMAKING EDUCATION AS VOCATIONAL EDUCATION\*

Elizabeth J. Simpson, Professor  
Division of Home Economics Education  
Department of Vocational and Technical Education  
College of Education  
University of Illinois

Some may be reluctant even to admit the question. Nevertheless, it is one that arises again and again--with respect to legislation for vocational education; in connection with setting up and implementing state plans for vocational education; and in planning for the development of vocational programs at the local level. Is education for homemaking vocational education? The answer would seem to hinge on the question, "Is homemaking a vocation?"

Webster's Dictionary of Synonyms defines vocation as "one's occupation or the work in which one is regularly employed or engaged." There would appear to be no question as to whether homemaking qualifies as a vocation in light of this definition.

During the fall semester, 1965-66, two research assistants in the Division of Home Economics Education, University of Illinois, Mrs. Nancy Carlson and Mrs. Mildred Griggs, asked several prominent citizens and educators and all fifty of the State Supervisors of Home Economics Education whether they considered homemaking a vocation and, if so, what education they thought should be provided for this vocation. A number of those who responded gave permission for their answers to be shared with others. These statements would appear to provide a powerful case for homemaking education as vocational preparation. Following are some of the responses received.

"Of course homemaking is a vocation--the most important vocation in the world. For home is where human beings are made, and there cannot possibly be a more important vocation than the making of a human being. And when I say 'a human being' I mean not only the children, but husband and wife are made and re-made in the home. For whenever a child is born a father and a mother also are born--or should be.

"It is through the home that the basic values of the culture and of the parents are transmitted to the children, and for this reason alone, it would be impossible to conceive of a more important

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\*Prepared with the assistance of Mrs. Nancy Carlson and Mrs. Mildred Griggs.

vocation than homemaking. This, nowadays, and from time immemorial has fallen mostly to the lot of the female, and so it will continue to be, but what, I believe we must work toward, is greater participation of the male in this most important of the process of living.

"Because homemaking is of such basic importance the schools should provide as detailed an education in the theory (science) and practice (art) of homemaking, for both boys and girls, as it provides for reading, writing, and arithmetic, for the alphabetic and the arithmetic of human relations begins in the home, and from there extends to the whole of the rest of the world."

Ashley Montagu  
Anthropologist

"It is my opinion that homemaking is definitely a vocation. It may be a full-time or a part-time vocation, but on whatever basis the duties are performed it is a demanding job that requires a wide range of knowledge and ability to do it well.

"I am reluctant to prepare a single list of courses which should be taught to equip our young women for the important role of homemaking. Most of them are obvious.

"What I would like to urge, however, is that every young woman, as part of her education in whatever major field of study she may choose, include courses in such areas as nutrition, the preparation of family budgets, in child psychology to assure that she is prepared for the dual role that she most frequently has in our society today--homemaker and a careerist outside the home."

Mrs. Hubert Humphrey

"In that a vocation is a call or a summons to perform certain functions or to enter a certain career, homemaking is not outranked by any other vocation in a democracy which recognizes the home as the most important unit in our society. To be fully effective, homemaking requires the ability to nurture the family in all aspects of its living--to provide for its physical and spiritual well-being, to foster continuing educational development, to emphasize the importance of citizenship training and of the fulfillment of

responsibilities which accompany citizenship status.

"Actually, today's homemakers have not one but many vocations. They must be psychologists, teachers, economists and nutritionists. They must be guides and counselors to family members and transmitters of the central values of our culture. They must know and care about their cities, communities, the environment in which their children grow up. They must be interested in the kind of persons who represent them in the Congress, the State Legislature, the city councils, and express their preferences through the vote. Schools, health and sanitation also claim their attention. As purchasers of goods, clothing and household supplies, they must be familiar with consumer economics in order to obtain the best and the most from the family dollar.

"The homemaker's responsibilities are great. They are important to the family and to society. Women should prepare for this vital vocation as they would for other worthy callings."

Mary Dublin Keyserling  
Director, Women's Bureau  
U.S. Department of Labor

"Homemaking to me has always had professional status as it is a 'principal calling for all women'. My home economics training encouraged the place of homemaking as the greatest profession in the world. To many women, it is 'the special function of an individual', 'the work in which a person is regularly employed'. The Homemaker renders a service so unique that there is no adequate remuneration.

"Homemaking as a profession or a vocation has been challenged ever since the Smith Hughes Act of 1918. The original intent of the act was to recognize homemaking as necessary to family life. The 1960 White House Conference again attempted to call attention to the importance of the vocation, 'homemaking'. President Johnson has emphasized this in his statement, 'All throughout society, in suburbia as well as the slums, we are challenged to strengthen the family unit and help our mothers especially find meaning for their lives and answers for their responsibilities.'

"Today, women carry many responsibilities and are important in other vocations but above all, they believe homemaking to be the principal calling of all women, a family-centered vocation."

Ruth C. Cowles  
Consultant, Home Economics Education  
Connecticut State Department of Education

"Yes, I believe homemaking is a Vocation. Webster defines 'Vocation as 'a summons or feeling of being called to a particular activity or occupation'. Maintaining a home, rearing children, helping to create satisfying relationships, providing for healthful daily life routines are certainly all particular activities or aspects of an occupation.

"The Vocation of Homemaking has seen many changes as a result of numerous and dynamic modifications in our society. These modifications make it most important for us to prepare women differently than we formerly did.

"The dual role of most women at various stages of the family cycle challenges the home economist to further prepare women for those occupations that can be naturally combined with homemaking.

"We know that many occupations and professional opportunities can be adjusted to, more readily after a homemaker has had much experience with her family. It is the home economist's responsibility to identify these opportunities and help homemakers with the dual role as well as the full time Vocation of Homemaking."

Myrna P. Crabtree  
New Jersey State Supervisor  
Home Economics Education

"The dictionary defines a vocation as 'the special function of an individual or group; the work in which a person is regularly engaged.' In the light of such a definition it would be difficult to conceive of homemaking as anything but a vocation.

"Any human grouping has an individual who serves as a leader, a coordinator, and adviser, an administrator. The family group, like all other groups, requires someone to function in these various roles. These special functions are carried out by the

homemaker, and if fulfilling a special function meets the qualifications of a vocation, homemaking is a vocation.

"Likewise, the homemaker is regularly engaged in homemaking activities. Regardless of what else the homemaker might do during a 24-hour period, the homemaking responsibilities remain constant and must be dealt with. The efficiency with which these problems are handled largely determines the welfare and happiness of the family group.

"Our society has assigned the role of homemaker to the female. The fact that a little girl will one day become a homemaker is accepted from early childhood. Time and again, homemaking has been demonstrated to be a vocation. It would seem that it now lies with the challenge to attempt to prove otherwise."

Phyllis A. Davis  
Alaska State Supervisor  
Home Economics Education

"Homemaking is the challenging career of building successful homes. It requires intelligence plus devotion and special sensitivity to the social and emotional needs of others.

"Successful management of a home and family is a complicated job involving many types of tasks depending upon the kind of home in which it is performed. Among the tasks are: selecting and buying food, clothing, equipment and furnishings; budgeting and keeping household accounts; preparing and serving food; caring for and guiding the development of children; safeguarding the health of family members; maintaining the home and its furnishings; helping family members meet and adjust to daily life situations.

"Regular attention and time is required to carry out the tasks related to homemaking. The person who assumes this responsibility is most frequently referred to as the homemaker. Education and experience are important for the individual assuming this leadership. If the tasks associated with homemaking are successfully carried out, the objectives of the vocation of homemaking are reached; namely, to achieve the well-being of individuals in the family and to contribute to the economic and social welfare of the community and nation."

Laura M. Ehman  
New York State Supervisor  
Home Economics Education

"'A vocation denotes one's occupation or the work in which one is regularly employed or engaged as a business, a profession, or a trade.'

"A homemaker is responsible for phases of a number of occupations and professions in carrying out successfully her unique role.

Among these are:

- Manager and general overseer of family activities and resources
- Purchasing agent for family
- Nutritionist and menu planner
- Cook
- Hostess
- Laundress
- Housekeeper
- Practical Nurse
- Family Chauffeur
- Wardrobe care specialist
- Seamstress (in some families)
- Interior decorator for family
- Companion and counsellor to husband and children
- Child development and guidance director

"There are few vocations requiring such a wide spread of diverse abilities as are needed by a homemaker. When in a home, either by choice or necessity, the homemaker seeks outside help in some of her various phases of work, there is sudden realization by the family of her monetary worth in adding to the family income. A successful homemaker also loves her family, encourages development of good character, and seeks, with her partner homemaker, the growth of each family member according to his or her potential. This then makes homemaking the best vocation of all."

Lucile Fee  
Colorado State Supervisor  
Home Economics Education

"Homemaking is an essential occupation with homemakers constituting the largest single occupational group in the United States. The quality of home and family living affects the achievement of children in school and the efficiency of workers in all other occupations. The homemaker is an executive, or rather a dozen executives, rolled into one. A job analysis indicates she is a home manager, a public relations director, purchasing agent, secretary-treasurer, and a skilled technician in the various responsibilities of homemaking. The homemaker extends the income of the family by being a wise consumer, a good manager, and a skilled operator in the operation of the home.



"The homemaker is feeling the impact of social, economic, and technological changes. New machines, new processes, and new products have reduced the time required for carrying on some of the activities in the home. At the same time these changes have increased the complexities of management problems in daily living. Along with technological developments, there are many social changes, such as: early marriage, mobility of population, increased percentage of population over 65 years of age, unemployment, increased birth rate, demands for better trained workers, and the increasing number of women wage earners.

"In order to become and continue to be efficient technicians in the occupation of homemaking, youth and young and adult homemakers require educational assistance on the most recent knowledge science has developed with respect to the nutritive values of foods, retention of these values in food preparation, enrichment and fortification of foods, human nutritional requirements, use of this information in development of economical and healthful diets, and the application of modern sanitation principles to food conservation and family health. New fabrics, new finishes, new washing agents bring many problems in home laundering, home clothing construction, and in the selection and buying of family clothing and fabrics for the home.

"In the mechanization that technology has brought to the home, young and adult homemakers need the most recent information available about new appliances, their use and care; and the increase in use of appliances brings a greater need for instruction in home safety. The great increase in home construction and new developments in housing and home furnishings have brought the need for homemakers to have new information regarding building materials, house plans, and designs for efficient arrangement of space and equipment suited to family needs; consumer judgment about materials, furniture, and equipment; economy in construction; and home furnishings and home financing.

"By 1970, it is estimated two out of three women will be wage earners. Women will not quit being homemakers and mothers when they are employed outside the home. Women will be employed in two occupations: namely, homemaking and wage-earning. This necessitates efficient management in maintaining a satisfactory home life and in meeting the requirements of the wage-earning occupation in which she is employed."

Ruth Huey  
Texas State Supervisor  
Home Economics Education

"This question might be answered by a simple 'Yes' or 'No'. Either answer depends on what the word 'vocation' means. To some it implies work or an occupation that has a monetary reward. In this sense, to me, homemaking is not a vocation in the strict sense of the word. If it means 'a calling to a particular state' I agree that homemaking is a vocation.

"To many individuals the concept of homemaking denotes manual skills in the use of human and material resources. My concept of homemaking also includes mental and social skills, which in my judgment are more important for modern homemaking than are manual skills."

Myrtle Gillespie  
Wyoming State Supervisor  
Home Economics Education

"For nearly thirty years, homemaking has been a vocation for me--a way to make a life. It has also been a way to make a living. The paycheck has not been redeemable at the local bank because it is made out to mother in an immeasurable amount of love and kisses with the signature boldly penned--'Dad and the Children.'

"Economically there have been rewards too, because by performing many of the services for the family there was less to be paid out to others and more to be put aside for savings, insurance, a home, possessions and education. The job analysis is complicated with its multiplicity of responsibilities. There has been no time and a half for overtime as nurse, hostess, companion, tutor, cook, house cleaner, decorator, money stretcher. There has been no eight to five duty, but the fringe benefits have been the greatest. The raises come automatically with perseverance, loyalty, honesty and devotion to duty. It has been successful because I prepared for it and have sought many avenues of self improvement. A job outside now adds new challenges and new income, but it is no more rewarding to the soul."

Marie Davis Huff  
Missouri State Supervisor  
Home Economics Education

"If we accept the definition: 'Vocation 1. occupation; business; profession; trade. 2. an inner call or summons,' then homemaking is a vocation. For some career women it is an avocation, and where a family is concerned, that can be unfortunate. Briefly, if a homemaker

"a. establishes, furnishes, and maintains a home for a husband that furthers his position professionally and their position socially and spiritually in the community, she is following a vocation.

"b. bears, cares for, rears a family with the inculcation of moral and spiritual standards and philosophy of living, she is following a vocation of the highest possible calling.

"c. in addition to the above responsibilities, assumes employment out of the home, she is following two vocations or a vocation and an avocation either of which may be homemaking depending upon the amount of time she allots to each.

"d. is a woman making a home for her parents, children, and/or nieces, nephews, siblings and most likely employed as the only wage-earner in the family, she is definitely a vocational homemaker. Even though she may not be recognized as head of a household for income tax purposes, she is acting president and treasurer of a going Concern.

"The implications for homemaking education in a changing society are great. We have not kept pace in adjusting our thinking and teaching to the modern trends of family living."

Carolyn Law  
Vermont State Supervisor  
Home Economics Education

"Webster defines a vocation as 'the function or career towards which one feels he is called'. If one analyzes the responsibilities of homemakers, it is apparent that from this standpoint homemaking qualifies as a vocation. The following quotation suggests what I consider responsibilities of homemakers and thus is also a reason that homemaking is a vocation:

The Spirit of Home Economics  
Helen K. Robson  
(State College of Washington)

The worth of broad knowledge and discriminating tastes  
The art of being happy and making others happy  
The exhilaration of growth and development

The power of understanding and kindness  
 The joy of good health, physical, mental, and spiritual  
 The strength from utilizing modern resources in science,  
     art, and ethics  
 The appreciation of the good and the beautiful in everyday  
     things of life  
 The satisfactions from work well done  
 The respect for labor with one's hands  
 The wisdom of being economically sound  
 The pleasure of living, loving, working  
 The benediction of home and peace.

Majore Lovering  
 North Dakota State Supervisor  
 Home Economics Education

"In answering this question, I believe it is important to keep in mind the definition of a vocation. According to Webster, a vocation is a calling, an occupation, a fitness for a certain career.

"In American society, the home is recognized as a most important unit. Together with the church and the school, it is a basic institution in providing for fundamental human needs. Therefore, those individuals constituting a family are engaged in a calling of the highest order.

"If those entering the vocation of homemaking are successful, they must be given an opportunity to develop personal qualities, attitudes, understandings and skills which make for successful home life. These qualifications can be developed only through proper educational activities just as educational activities are required for entering other vocations.

"As in other vocations, the evaluation of the functioning of individuals entering homemaking is based on the welfare of the family in the home. Are members well and healthy? Do they get along nicely in close contact with others in the family? Are they working and living together in a democratic manner? Are they intelligent consumers? Are they able to provide for personal and family needs? Do they have the skills needed to perform the necessary tasks in homemaking? Do they believe in the worth of themselves as family members and the family as an important part of society?

"Yes, homemaking is a vocation, a vocation that contributes in large measure to the stability of the national economy and to the functioning of the American Way of Life. 'Homemakers

constitute the largest single occupational group in the United States' ('Education for a Changing World of Work', Report of the Panel of Consultants on Vocational Education 1963).

Rosa Loving  
Virginia State Supervisor  
Home Economics Education

"Yes, Homemaking is a vocation. Webster's Seventh New Collegiate Dictionary defines a vocation as: 'a summons or strong inclination to a particular state or course of action; the special functions of an individual or group; and/or the work in which a person is regularly employed.' Surely, all these definitions can apply to homemaking.

"Homemaking has been defined as a useful occupation as opposed to a gainful occupation. However, few would deny that a successful homemaker also contributes financially to the home. If she is a wise buyer and makes satisfying decisions as a consumer, she may be contributing to the family income. If she creates the kind of home atmosphere conducive to the growth and development of family members, she is also making a significant contribution in the area of education and good mental health and in the prevention of illness--all of which have a monetary value as well as a psychological value. If she is a producer of goods and services for the home, she is also contributing to the family income.

"It is difficult, therefore, to state where a useful occupation ends and a gainful occupation begins."

Genevieve Pieretti  
Nevada State Supervisor  
Home Economics Education

"A vocation is defined in the dictionary as 'regular employment, occupation or profession.' Most women find homemaking occupies them about 99 hours a week or more. Insurance companies recognize women's contribution in suggesting what it would cost to replace the services of a wife and mother. Courts have granted financial reimbursement for the loss of a wife and mother--based on what it costs to replace her services.

"A recent article in an Oklahoma newspaper describes homemakers as giving their husbands and the community a fantastic bargain in their services. 'If a good homemaker were considered an

employee, her qualifications would include intelligence, energy and skill to carry out at least a dozen occupations and the willingness to work 99.6 hours per week at no salary.'

"If a homemaker were paid for the routine which she and her family take for granted, it is estimated that it would cost close to \$8000.00 per year. This she contributes in services to her family. She is a leader in the development of the family, and a babysitter for the most of 24 hours per day. She serves as private secretary, housekeeper, cook, laundress, practical nurse, gardener and seamstress. She is frequently business manager, purchaser and chauffeur. She guides the decisions in relation to family housing and often is her own interior decorator. She may be a full time wage earner besides.

"Training for the vocation of homemaking is a multiple responsibility which requires training in home and family living and management, as well as occupational competency to supplement the family income. Homemaking should be recognized as a vocation in both Federal and State legislation."

Blanche Portwood  
Oklahoma State Supervisor  
Home Economics Education

"Homemaking is a vocation which requires skill and knowledge to adequately fulfill. Satisfaction and success in this job are dependent upon the maturity and ability of the individual to adopt correct attitudes and outlooks on the job. Though monetary value can not be measured as such, the success of the family many times is measured by the successful relationships maintained in the home."

Helen Scheve  
Kansas State Supervisor  
Home Economics Education

"In spite of the rapidly changing role of the American woman through the years, homemaking continues to be, in a broad sense, the natural vocation. Every woman regardless of her professional employment, can make profitable use of the knowledge she has gained through home economics courses. Courses directed toward nutrition, child care, housing, consumer problems, health and safety, clothing and personal development,

and social relationships, lend themselves to adaptation for any career. In addition, the woman with a SIXPENCE IN HER SHOE (a victim, no doubt of the FEMININE MYSTIC) must have a sound basis for the decisions to be made by the resident homemaker. This knowledge too, can be gained through experience in the home economics class.

"On a vast scope of thinking, cybernation and its end products of affluency and unemployment, has cast a spotlight on the citizen and his economic status. The focus on human rights has also placed the spotlight on the relationship of one person to another. Advancements of nations in weaponry has upped the spotlight on the relation of nations to nations. With these things in mind, the spotlight must then too be cast on the role of the woman in the home, community, the nation, and the world. Look again at the areas of the home economics education and its implication for homemaking as a vocation."

Odessa N. Smith  
Louisiana State Supervisor  
Home Economics Education

"Homemaking is definitely a vocation--the most important one there is. Most women regardless of their other occupations, also manage a home. This may be a one room efficiency apartment for the single person or a home for a large family. We as home economics educators have a responsibility to train girls and young women in the fundamentals of homemaking. It is important to remember that we are now a consuming society so more emphasis should be placed on management and consumer economics than on the production. The woman who is combining a career outside the home with homemaking has a great need to know how to manage her time and conserve her energy so she can perform both functions well. We have over 50,000,000 households in America so it would seem to me that the homemakers in these households constitute the largest vocational group in the country."

Mildred Snowberger  
Delaware State Supervisor  
Home Economics Education

"I definitely feel that homemaking is a very important vocation. Training in homemaking as a vocation prepares a girl to take her place as an important part of the family unit. It is her duty

to perform in the 'production area' of family life. Thus she contributes toward the family 'money income' to buy the physical surroundings and pleasures for a well satisfied and happy family. If she does this well, she has accomplished a full time vocation or job. She becomes a wage-saver if not a wage-earner, or she may be both."

Helen H. Wilson  
Idaho State Supervisor  
Home Economics Education

"I believe strongly that Homemaking is a vocation. One definition of the term, vocation, is that it is the 'special function of an individual.' What individual has more special functions than the homemaker? She must be skilled and knowledgeable in foods and nutrition; clothing and textiles; child care and guidance; management of all resources; family finance; housing; equipment and furnishings; and personal, social, and family relations. Few occupations require such an extensive background.

"A short sighted view of the term vocation is to consider it as being only a job for which pay is received. The homemaker may not bring home a paycheck as such, but she does extend the family income through her knowledge and skills. If she were to be replaced by a paid worker, the family members would be short-changed by lack of the love and attention accompanying her activities, and few families would be able to afford the 'luxury.'"

Janet M. Wilson  
Nebraska State Director  
Home Economics Education

"Yes, I believe that homemaking is a vocation. It can be one's career. When persons young and old understand the 'whys' of the science and art of managing a house, use a problem-solving approach to new situations which they may encounter, acquire the knowledge and management skills that will enable them to have well-run homes, rear children with knowledge and understanding, believe in the dignity of work well-done, then one realizes that homemaking can be a joyous and challenging profession!

"Some persons have said that homemaking can be learned at home; that it requires no study. Upon investigation, one may find that this concept of homemaking is limited only to manipulative skills. It does not take into consideration the need to apply



the latest in research regarding child development, nutrition, new materials and products, and that the 'reasons why' call for scientific explanation.

"One's house provides the homemaker (and family members) an opportunity to create, to express one's individuality, to apply one's imagination and to express friendship through entertaining family and friends. It can do something for one's self-respect, health, and can also provide a means of expressing artistic ability.

"The home environment affects the growth and development of the child. It doesn't change the color of one's eyes or of the inherited characteristics, but it can help a child to grow and develop as a mature individual. Fathers as well as mothers contribute to and help create an environment for such self-fulfillment.

"What a great human adventure opens up for the educated, well-prepared homemakers today. As we come to understand our world, we may increasingly control it. This could mean a world where individuals can live an increasingly better life. Homemakers can share in this if they look upon homemaking as an important vocation, career or profession and accept the responsibilities which are a part of it as opportunities to help family members build for the future. If family members grow daily to be more competent, productive, law-abiding, moral and well-mannered citizens with a concern for their fellow man, they will have built a great future.

Rex Todd Withers  
Michigan State Supervisor  
Home Economics Education

### Homemaking as a Gainful Occupation

Does the homemaker contribute to the economic welfare of the family? The following would seem to provide forceful answers in the affirmative.

- After consulting with economists and accountants, the Chase National Bank of New York announced that, if the housewives of the country were paid for just 12 of their household occupations at the going rate paid others for these jobs, their yearly worth would be more than \$250 billion. This figure is based on 30 million housewives, each working 99.6 hours a week.

At \$159.34 a week the yearly wage would be \$8,285.68. Following are the figures used by the bank in arriving at their estimate.

Job	Hours	Rate	Value
Nursemaid	44.5	\$1.25	55.63
Dietitian	1.2	2.50	3.00
Food Buyer	3.3	1.50	4.95
Cook	13.1	2.50	32.75
Dishwasher	6.2	1.50	9.30
Housekeeper	17.5	1.50	26.25
Laundress	5.9	1.90	11.21
Seamstress	1.3	2.50	3.25
Practical Nurse	.6	2.00	1.20
Maintenance Man	1.7	2.25	3.83
Gardener	2.3	1.55	3.57
Chauffeur	2.0	2.20	4.40
Totals	99.6		159.34

The bank stated that, if the housewives' contributions were counted, the Gross National Product "would shoot up more than 35 per cent to around \$900 billion."<sup>1</sup>

- "A 20-year-old mother is worth \$417,000 to her husband during his lifetime, a University of Florida economics professor estimates. He based his estimate on a wife's economic contribution to the home by combining the average salaries of a public school teacher and domestic servant."<sup>2</sup>
- The March, 1961 issue of Changing Times carried a provocative article on the worth of housework.<sup>3</sup> Reference was made to a study completed by Marie Geraldine Gage, who applied current wage rates

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<sup>1</sup>Reported in News-Gazette, Champaign-Urbana, Illinois, Fall, 1965.

<sup>2</sup>Reported in American Vocational Journal, American Vocational Association, March, 1965, p. 10.

<sup>3</sup>Changing Times, Vol. 15, March, 1961, p. 21.

to the homemaker's work load previously determined by home economists at Arizona State University. They had established averages for time required to do six major household tasks under varying work conditions. The six tasks were: meal preparation, dishwashing, child care, routine housekeeping, clothes washing, and ironing. The total average weekly time devoted to these tasks was estimated at 47 hours and 50 minutes. The value in dollars and cents was \$59.43. The total yearly value was \$3090.36.

Changing Times warned, "Don't take the results too seriously. Every home is different, and you need only be sure that your time goes to make the kind of home you want. After all, love, security, comfort, character building, sympathy, and encouragement--all these are part of a housewife's job, too, and who would dream of trying to put time limits or price tags on them?"

- In an article in Reader's Digest, Irene David reported that a Patterson, New Jersey, lady, whose marriage was annulled, filed suit asking for the sum of \$79,870 for nearly 22 years' service as a housewife--that is, \$70.00 a week.<sup>4</sup>

The author commented that, whatever the legal merit of the lady's claim, it is a fact that a wife works longer and harder than most males suspect. She presented the following chart showing 15 occupations of the housewife, the time involved and the hourly rate of pay for hiring these jobs done.

Job	Hours per week Average	Hourly Rate Average	Total Value Average
Cook	11.9	1.25	14.87
Dishwasher	5.9	.85	5.02
Governess (children under five)	44.0	1.40	61.60
Seamstress	2.5	1.30	3.25
Laundress	8.3	1.00	8.30
Housekeeper	10.0	1.00	10.00
Food Buyer	4.0	2.75	11.00
Dietitian	2.2	2.50	5.50
Garbageman	1.2	1.50	1.80
Practical Nurse	3.0	1.30	3.90
Social Secretary	3.0	1.75	5.25
Gardener	2.0	1.50	3.00
Maintenance Man	3.0	1.50	4.50
Hostess	3.5	1.60	5.60
Chauffeur	<u>1.5</u>	1.60	<u>2.40</u>
Totals	106.0		\$145.99

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<sup>4</sup>David, Irene, "How Much Is Your Wife Worth?" Condensed from This Week by Reader's Digest, Vol. 70:44, February, 1957.

Melvin Belli, in Trial and Tort Trends, presents an interesting analysis of the economic loss to the family of a housewife who dies at age 36. The hypothetical housewife is not employed outside the home; has one child, age six, who will leave home at 18; and is survived by a 37-year-old husband, who has a life expectancy of 34 more years. It is stated that at 1960 wage levels, over a period of 34 years, the total cost of replacing the wife's services would amount to \$198,547.<sup>5</sup>

- In the case of Hatcher v. New York Central Railroad Co., an award of \$25,000 was made for the death and loss of services of a 27-year-old married woman who had four children and who was living with her husband. Her life expectancy was 36 more years.<sup>6</sup>
- In the case of Gaegler v. Thomas, an award of \$37,000 was made for the wrongful death of a mother of a four-year-old child: \$20,000 for the surviving husband and \$17,000 for the child.<sup>7</sup>
- In the case of Legare v. United States, the husband received \$98,838 for the loss of his wife and her services in rearing six children who aged from a few days to 12 years. The amount was based on the value of her services at \$8,500 per year for 18 years. For the loss of companionship and consortium under the wrongful death statute, he received \$25,000. Total amount received by the husband was \$125,100.<sup>8</sup>

It seems abundantly clear that there is a case for homemaking as a gainful occupation. The homemaker contributes to the family's economic well-being through:

- Her services in the many aspects of the homemaker's role.
- Her skills in selecting and buying goods and services for the family.
- Her wise use and conservation of the family's material goods.

She may also contribute through her earnings outside the home. The woman who assumes the dual role of homemaker-wage earner has a particularly challenging task. The knowledge, skills, and attitudes she brings to the dual role will make a marked difference to her family in terms of their economic welfare--not to mention their emotional well-being!

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<sup>5</sup> Belli, Melvin M. (ed.), Trial and Tort Trends, The Bobbs-Merrill Co., Inc., Indiana, Vol. XII, 1963, pp. 275-279.

<sup>6</sup> Illinois Appellate Court Reports, Second Series, Vol. 25, Ill. App. 29, Callaghan & Co., Mundelein, Illinois, p. 193.

<sup>7</sup> Federal Supplement, West Publishing Co., St. Paul, Minnesota, Vol. 173, 1959, pp. 568-573.

<sup>8</sup> Federal Supplement, West Publishing Co., St. Paul, Minnesota, Vol. 195, 1961, pp. 557-562.

Contributions of the Homemaker to the Development  
of Occupationally Competent Family Members

Not only does the homemaker contribute to the economic welfare of the family through her own services, but she also contributes as she shares in providing a base of operation for other family members that furthers their physical, mental, and emotional well-being. Husband and children are better workers when their physical needs are met through nutritious meals, safe and comfortable home surroundings and the like.

They are more employable when the home has emphasized such values as responsibility, honesty, and pride in a job well done. They are more stable when the home has provided a sense of security through affection and mutual trust.

The mother-homemaker is in the business of making human beings. The home foundation that she and her husband provide can make all the difference with respect to quality of performance of these human beings in their various roles: student, friend, son or daughter, wife and mother or husband and father--and employed person. Ashley Montagu sums it up in his poetic style:

Being a good wife, a good mother, in short, a good homemaker, is the most important of all the occupations in the world. It, surely, cannot be too often pointed out that the making of human beings is a far more important vocation than the making of anything else, and that in the formative years of a child's life the mother is best equipped to provide those firm foundations upon which he can subsequently build.<sup>9</sup>

He adds that the father, too, has an important responsibility in helping his children develop their potentialities and in teaching them "the meaning of freedom, discipline, courage, and independence."<sup>10</sup>

Education for the Vocation of Homemaking

Homemaking is a vocation. In the truest sense of these terms, it is both "useful" and "gainful" in nature. Analysis of the vocation and the knowledges, attitudes, and skills required for competence in the homemaking role is not a simple task, yet such analysis is one of the bases on which an educational program to prepare for the vocation must be built. In fact, continuing analyses of the homemaking vocation should be built into any educational program to prepare individuals for assuming the occupational role.

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<sup>9</sup>Montagu, Ashley, The Humanization of Man, Grove Press, Inc., New York, 1962, p. 187.

<sup>10</sup>Ibid., p. 187.

It is easy to become defensive about our homemaking programs as they now exist. And, to be sure, some provide very good and realistic preparation for the homemaking vocation. However, honesty should compel those of us in the field of home economics education to recognize that there are far too many homemaking education programs that are concerned with the teaching of a series of tasks, such as cooking and sewing; there are far too many that give scant attention to the vitally important areas of management, family relationships, and human development; there are far too many that give no attention to the dual role of homemaker-employed person in which many women function.

As we consider what is required in preparation for the vocation of homemaking, a realistic look at today's homes and families and the social conditions that impinge upon them is indicated. Such factors as the following must be taken into account:

- the lessened self-sufficiency of the family unit and concomitant dependency on outside agencies
- increased mobility of individuals and families
- developments in mass media of communication
- the complex and demanding roles of family members today
- the lengthening life span
- the establishment of families in large numbers and at younger ages
- the high rates of juvenile delinquency and mental illness
- the high and increasing proportion of women who combine homemaking and wage earning
- the decrease in the proportion of jobs for unskilled workers
- the increase in service occupations
- technological advances and their impact on the home
- the rapidly changing world scene
- expanding knowledge in all areas

Further, it is imperative that serious consideration be given the relationship between the two major objectives of home economics at the secondary level: (1) education for homemaking and family life, and (2) education for employment in occupations utilizing home economics knowledges and skills. Although each of these purposes involves unique knowledges and abilities, there are knowledges and abilities common to both. Identification of these unique and common knowledges and abilities is an area of research with important implications for curriculum

building.<sup>11</sup> Awareness of the commonalities should make it possible to develop a total program of home economics integrated in many ways--rather than the schismatic one that can develop if we see education for homemaking and education for employment as completely separate and unrelated programs.

Yes, education for the important vocation of homemaking is needed. But, we must constantly analyze, examine, and question our offerings in terms of what families really do and need. Account must be taken of the preparation that our field can provide for wage-earning occupations outside the home and the way in which this preparation relates to preparation for homemaking.

Acceptance of these challenges is an imperative if homemaking education is to continue to merit its status as an important area of vocational education!

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<sup>11</sup>Note: One study in this area has recently been completed by Ruth E. Whitmarsh, Instructor in Home Economics Education, University of Illinois. Her study, "An Exploratory Study of Knowledges in Child Development and Guidance Needed by Mothers and Workers in Occupations Related to Child Care," was supported by a grant under the Vocational Education Act of 1963.

## WE SPEAK--IN SILENCE<sup>\*</sup>

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The spoken language is only one means of communication. We speak through gestures, through facial expression, through posture, through choice of dress and cosmetics, and through the use we make of time and the space about us. All of these convey meaning to our friends, our acquaintances, our associates in business, those we love, and those we love not!

We may attract or we may repel, we may encourage or we may discourage, we may express liking or distaste, we may express love or the opposite--not only through what we say but through what we may leave unsaid, not only through our speech but through the many nonverbal forms of expression.

### Communication Through Posture

We speak through our posture. Compare the message of the girl going to a job interview with head forward, shoulders hunched, and eyes averted with one who walks with head up, body erect, and eyes looking directly at the interviewer. Consider what is being communicated by the hostess who moves toward her guest with drooping posture and limp handshake and by one whose posture is erect and handshake firm.

What is a student communicating to a teacher when she slips down in her seat and sits in her pelvis? .....I believe that you can actually improve the quality of teaching when you sit up, lean forward and look bright and eager. You might try this: Adopt such a posture in a class that you find a bit uninteresting. I would guess that you will begin to feel more interest in the subject as you take on a posture of interest. If enough of you do this in a given class, the quality of instruction is almost certain to improve!

What does a teacher say when she stands before her class with hands firmly planted on hips? Or with her arms folded across her chest? Does she say something different when her arms hang freely at her sides?

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<sup>\*</sup>Originally prepared as a presentation for the Home Economics Graduate Students' Club, University of Illinois. This adaptation was prepared for use in a demonstration lesson with high school students.



### Communication Through Gestures and Facial Expression

We speak through our gestures. We wave to a friend. In our culture, a baby learns to wave bye-bye by raising his small hand and fluttering his fingers. But, the Italian baby learns that bye-bye is communicated non-verbally in a gesture that most of us would consider a gesture of beckoning. Clearly, the matter of nonverbal communication is not a simple thing. To a large extent it is culturally determined. Therefore, if we are to understand people of other cultures, it becomes important to learn the meaning of their nonverbal as well as verbal language.

When we like someone we are likely to smile at him. We may look animated and responsive. Conversing, we tend to move forward, to close the space between us. Well, that is true in our culture. In one of the African tribes, a spit in the face has the same meaning. "I spit in your face because I like you, because you attract me." We would interpret this as an expression of extreme dislike, of disdain.

Probably there are certain postures of head and body, certain gestures and facial expressions about which most of us middle-class North Americans would agree. The meanings conveyed by a certain combination of these in a given situation would tend to be interpreted in much the same way.

I once had this embarrassing experience. I was having coffee with someone I liked very much. As we talked, I leaned across the table, getting closer and closer. My arms were on the table in an open position. Then a person I rather disliked joined us. I found myself withdrawing protectively. I folded my arms across my chest; I drew back in my chair. Later, I was told that the second person was involved in some research on nonverbal communication. I am afraid that my message was all too clear!

Of course, how this message was perceived was a function not only of my actions resulting from my feelings in the situation, but also the experiences, needs, and knowledge of the person perceiving, and of the context in which the communication occurred. Suppose a blast of cold air had accompanied the second person to the table. Then, my protective self-hug might have been perceived as directed against the cold air--as, indeed it might have been! Context is as important in the understanding of non-verbal as of verbal communication.

### Communication Through Touch

We communicate through touch. Encouragement, comfort, reassurance--these may be conveyed through the warmth of a hand, an arm about the shoulder, or even through the affectionate rough-housing of father and son, as in Plagemann's novel, "Father to the Man."

In this story, Goggle, the son, has been away at school in England for a year. When he returns home, his father is taken aback by the changes in the boy, who is 18 at the time. Goggle seems to have acquired an accent and a somewhat supercilious attitude toward his parents' American

ways. Having unpacked, he decides to visit his old friend, Tory. He tells his father, "I think I'll drop down to see Tory. There's lots of time to sleep, actually." His father's version of what followed this announcement is an interesting study in verbal and nonverbal communication between father and son:

I took a water glass and went to the sink. And standing there, glass in hand, looking at the old Currier and Ives print which Kate had hung there, the one of the turkey hen and cock with their brood, called 'The Happy Family,' I knew that the time had come. I wasn't afraid of the old vaudeville routines. I let him have it.

'Actually, do you think you should?' I said. 'Why not ask him here for tea instead? We're having crumpets, I know, and we should be able to come up with a spot of gooseberry fool, and there may be trifle. We'll make do somehow, old boy, and think how jolly it will be!'

Creeping up behind, Goggle pulled an old trick on me that I had almost forgotten about. Grasping me tightly around the waist, right hand locked over left wrist, he hoisted me straight up, about six inches off the floor, in a position in which I was as helpless as the old crab I undoubtedly was.

'Aw, shaddup!' he said, in purest Brooklynese, and when he dropped me to the floor, he jabbed me with a straight middle finger, right in the spot in the ribs where he knew it would do the most harm. Then, howling like a banshee, he ran, clattering, upstairs.

It hurt too much to laugh, but I sat down on a chair and held my aching sides with wicked delight. We had our young barbarian safely home again.<sup>1</sup>

#### Communication Through Dress and Cosmetics

We speak through our choice of dress and cosmetics. Several years ago my niece, who was then 13, spent a week with me. One day, as we left our apartment building on our way to lunch, I turned to speak to Paula. I was startled to see eyes mint-lidded and heavy-lashed staring back at me. Perhaps what she was trying to communicate was merely that she was becoming a woman--or wanted to be. But, fearing the way in which my neighbors and friends might perceive Paula's communication, I silently pulled her into a nearby doorway and communicated nonverbally with a dampened handkerchief.

Remembering this incident, I was reminded of another. Wilma was a seventh-grader at a school where I taught in Indiana. She inspired the

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<sup>1</sup>Plagemann, Bentz, Father to the Man. William Morrow and Co., New York, 1964, pp. 17-18. Quoted with permission of publisher. (Copyright © 1964 by Bentz Plagemann - all rights reserved.)

following:

### Twelve

Reed-slim and wholly innocent of curves  
 She sat before me,  
 One of twenty,  
 Not quite yet a teen.  
 Yesterday she brought her doll to school  
 And we spoke of a new dress that  
 One might make from scraps.

Today, I saw her dreaming  
 In my classroom.  
 Her eyes remote viewed  
 Distant stars.  
 She bent, small body  
 Disappeared  
 Beneath the table.

I dropped a paper,  
 Curious to see--  
 Heartbreaking sight of child,  
 Almost a woman.  
 She was busily fingering perfume  
 Behind her ears  
 And to the nape of neck.

Like Wilma, I like to wear perfume. I have a certain scent that I call "Career Woman, SG" fragrance. To me, it smells efficient and crisp and evokes thoughts of a busy day in the office. I have another that makes me feel so tenderly feminine that I truly dare not wear it on a day when I must deal decisively with problems and issues! It occurs to me that it would be quite interesting to know whether these scents communicate the same ideas to others!

The late Clarence Darrow was said to dress in such a way as to appear the country bumpkin outsmarting the city-slicker types who were matched against him. Juries were said to identify with him; many felt that he was their type. His nonverbal methods of communicating were as effective as his verbal means.

What is the college girl trying to say with her dress? Last fall I attended a homecoming coffee hour. Several of our seniors in home economics education were around the building. One was wearing a conservative (you see, I am making a judgment related to cultural expectation) jumper. It was medium-gray, fitted. With it she wore a pale blue blouse, seamless hose and heels. Leaving the building I observed a young woman in a gold and black-striped blouse, very short black skirt lapped at the side, gold and black-striped hose, and black flats. Both girls were neat, well-groomed, pleasing to look at. The difference in style of dress was not merely a matter of chance. The choices were somehow related to their goals, values, and interests--to the kind of people they are. They were communicating something of themselves through their choices. Communication

was also involved in the way in which they were perceived. In my case something of my interests, values, goals, and needs were involved in my perception.

### Communication Through Use of Time

Time is a factor in nonverbal communication. Hall, in his book, The Silent Language, says that:

People of the Western world, particularly Americans, tend to think of time as something fixed in nature, something around us and from which we cannot escape; an ever-present part of the environment, just like the air we breathe. That it might be experienced in any other way seems unnatural and strange, a feeling which is rarely modified even when we begin to discover how really differently it is handled by some other people. Within the West itself certain cultures rank time much lower in overall importance than we do. In Latin America, for example, where time is treated rather cavalierly, one commonly hears the expression, 'Our time or your time?'<sup>2</sup>

The Western man makes an appointment for three o'clock. He expects to be there at three o'clock. He is expected at three o'clock. Promptness is highly valued in American life. If people are not prompt, it is often taken either as insult or an indication that they are not quite responsible. In some other cultures, there is less obsession with time. An acquaintance who has worked in Africa says that one of the first things he learned there was that the concept of time was different. An appointment for three o'clock might mean that you saw the person at 3:45 or even 4:00. Time was less prized! In some cultures, it is considered to put one at a disadvantage if he does not keep those wanting to see him waiting for at least 30 minutes.

Different parts of the day are highly significant in different contexts. There is a time that is considered appropriate for certain activities, but this will vary from culture to culture.

As individuals we speak through the use we make of time.

### Space as a Factor in Communication

We also speak through the use we make of space. In North America we have a certain generally accepted distance for conversing. The South American has a different concept. He moves in more closely. The North American working in South America may barricade himself behind a desk to achieve what is, for him, a comfortable conversational distance. The South American, unhappy with this arrangement, either leans across the desk or comes around!

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<sup>2</sup>Hall, Edward T., The Silent Language, Fawcett Publications, Greenwich, Connecticut, 1959, p. 19.

We close spaces in order to get nearer to those we care about. We are likely to lengthen the distance, even for conversation, when we are not attracted. We may get close in order to indicate support--an arm about the shoulder, a friendly (in our culture) slap on the back. This last is a type of nonverbal communication common to our men, but deemed somewhat inappropriate for our women.

### Communication Through Home Furnishings

The way we furnish our homes communicates something of what we are. Let me tell you about three of my neighbors, one present and two past, and how they have communicated through the ways in which they have decorated their apartments.

The door of Genevieve's apartment is almost always open. She has used a great deal of bright red, some soft gray, and touches of black in furnishing what has been home to her for twenty years or more. There are a number of small and attractive art objects gathered on Genevieve's travels. Often there are fresh flowers. In the evening the table may be set, always attractively and with the greatest attention to nice detail. To me, Genevieve's apartment says "friendliness" and "hospitality." I rather think it says the same things to others. Genevieve entertains at breakfast, brunch, luncheon, and dinner! She seems to have a steady stream of laughing guests.

Louise lived in our apartment building several years ago. How she ever persuaded the landlady to strip all of the wallpaper from her living room and paint the walls white I shall never know. It was quite a project. But, it was the first step in achieving her goal of an apartment with (in her words "White walls, white curtains, white pillows, and pots and pots of white petunias." There was a green couch and a gray rug. The total effect was quite attractive. Well, I should tell you about the pots and pots of petunias. Louise did have these, but she started them from seeds and as I recall they were for their lifetimes tiny green shoots; I cannot recall that one of the poor little things ever bloomed. There was something that bespoke Louise's nature in her starting the petunias from the seed and in her desire for surroundings that were aesthetically satisfying.

Desire for privacy was communicated through Helene's closed and locked door. Once inside, you were greeted by an almost stark simplicity in furnishings and arrangement. Dark green cover on the couch, a green plant on the table, a few religious objects. Little to reveal the personality of the woman unless you looked quite closely. Ah, the titles of books: most of them on education or religious themes. These, plus the religious objects communicated something of Helene. What did she prize? Knowing Helene, I feel that my analysis is correct: Privacy, but privacy for two purposes, study and religious meditation.

Our homes do tell something about us. I think that most of you would agree, looking at Genevieve's apartment, that, "Here is a friendly woman who values her home as a place of hospitality." At Louise's doorway, you would have said, "She loves beauty." Having been admitted to Helene's private sanctorum, you might have agreed that she values privacy for study and religious thought.

Summary

All of this is to say that we speak through what we do silently as well as through what we say. A girl in her various roles speaks through her nonverbal ways of communication. A charming girl can communicate her interest in others, her sensitivity to their needs, her concern, her support, and her love through her facial expression, through her gestures, through her posture, through her choices from the material world, and through her employment of time and space.

Are you saying what you want to say when you speak in silence?

Long Beach City College Content Outlines for Courses  
in Home Economics-Related Occupations

Long Beach City College of Long Beach, California, has generously agreed to share course outlines for home economics-related occupations with readers of the Illinois Teacher of Home Economics. These were received by the Illinois Teacher in August, 1965. Gerald Daniel, Dean of Instruction, of the College stated that, "We've recently had a change in our curriculum in trade cooking and we're hoping that these changes will better adapt our program to the needs of our students and the community... note that we've changed the title of Vocational Sewing to Industrial Sewing."

The course outlines that follow were developed for programs to prepare workers for the following occupations: culinary occupations (apprentice cooks, fry cooks, dinner cooks, pastry chefs, hotel and restaurant institutional cooks, kitchen helpers, pantrymen, meat cutters) and industrial sewing.



LONG BEACH UNIFIED SCHOOL DISTRICT  
LONG BEACH CITY COLLEGE

Course Information

Division BTD Department Culinary Occupations Date 12-1-63  
Culinary Occupations 420A-H Trade Cooking 4 (32) Four Yrs.  
 Name and Number of Course Descriptive Title Semester Units

Smith-Hughes Classification	Evening Trade <u>Extension</u>	Sessions Per Week	<u>2</u>
Number of Semesters	<u>8</u>	Hours per Session	<u>3</u>
Number of weeks per Semester	<u>18</u>	Hours per Week	<u>6</u>
		Lecture or Theory	<u>3</u>
		Laboratory	<u>3</u>
Total Weeks per Year	<u>36</u>	Total Hours (Course)	<u>864</u>
		Lecture or Theory	<u>432</u>
Number of Years	<u>4</u>	Laboratory	<u>432</u>

Prerequisites:

Must be an indentured apprentice

Purpose of Course:

Provides related instruction to supplement practical training received on the job as an apprentice cook.

Catalog Description:

Kitchen equipment; care and storage of foods; preparation of vegetables, salads, entrees, pastries, soups and sauces; kitchen management; hygiene and sanitation; nutrition; menus; laws and regulations; safety practices; employer-employee relations.

Course Content: Give major areas covered by entire course and subunits under each major area. Use additional sheet(s) as necessary. Include course number and title on each extra sheet used.

\_\_\_\_\_  
Instructor(s)

\_\_\_\_\_  
Dean of Instruction

\_\_\_\_\_  
Department Head, Coordinator, or  
Dean of School

\_\_\_\_\_  
Divisional Dean

Course Name and Number Trade Cooking Cul. Occ. 420A-H

COURSE CONTENT:

FIRST YEAR

- I. Kitchen Workers and Kitchen Organization
  - A. Stations and duties in commercial kitchens
    - 1. Small kitchen organization
    - 2. Large kitchen organization
    - 3. Tools and equipment (use of)
  - B. Kitchen sanitation regulations
    - 1. Local and county regulations
    - 2. Kitchen sanitation
    - 3. Personal hygiene
- II. Pantry Work
  - A. Dressings (kinds and uses)
  - B. Salad making (preparation of various types)
  - C. Appetizers
  - D. Pantry service

SECOND YEAR

- I. Meat - A study of cuts and their uses in hotel and restaurant kitchens
  - A. Beef
  - B. Pork
  - C. Lamb
  - D. Veal
  - E. Fowl
  - F. Fish
  - G. Meat handling
    - 1. Regulations covering handling
    - 2. Refrigeration
- II. Fry cook duties and station
  - A. Vegetable cooking
  - B. Griddle and pan frying
  - C. Eggs (cooked in liquid and dry heat)
  - D. Deep fat frying
  - E. Broiler
  - F. Steam table and dish-up station

Note: Sanitation, safety instruction and trade nomenclature included.

Course Name and Number Trade Cooking Cul. Occ. 420-A

COURSE CONTENT:

THIRD YEAR

- I. Dinner Cook Duties and Station
  - A. Cooking meat and fish in water
  - B. Roasting of various kinds of cuts of meat
  - C. Sauteing
  - D. Braising
  - E. Soups (preparation and cooking of various types)
  - F. Sauces and gravies (preparation and uses)
  - G. Stuffings (preparations and uses)
  - H. Batters and doughs
  - I. Puddings (preparation of various kinds)

Note: Approved kitchen sanitation and safety practices in the preparation and cooking of foods stressed. Trade nomenclature included.

FOURTH YEAR

- I. Food Combinations (study of)
  - Menu planning (correct food combinations)
- II. Pastry Chef Duties and Station
  - A. Various doughs and batters
  - B. Puddings
  - C. Cakes
  - D. Pies
  - E. Icings and decorations
  - F. Ice carving
- III. Costs
  - A. Ordering supplies and materials
  - B. Inventories
    - 1. Setting up
    - 2. Maintaining
  - C. Over-all kitchen costs in relation to price setup and volume of business

LONG BEACH UNIFIED SCHOOL DISTRICT  
LONG BEACH CITY COLLEGE

Course Information

Division BTD Department Culinary Occupations Date 12-1-63

<u>Culinary Occupations 800A-D</u>	<u>Trade Cooking</u>	<u>12 (48) Two Years</u>
Name and Number of Course (Catalog Designation)	Descriptive Title	Semester Units

	Unit	Day	
Smith-Hughes Classification	<u>Trade</u>		Sessions Per Week <u>5</u>
Number of Semesters	<u>4</u>		Hours Per Session <u>5</u>
Number of Weeks Per Semester	<u>18</u>		Hours Per Week <u>25</u>
			Lecture or Theory <u>5</u>
			Laboratory <u>20</u>
Total Weeks Per Year	<u>36</u>		Total Hours (Course) <u>1800</u>
			Lecture or Theory <u>360</u>
Number of Years	<u>2</u>		Laboratory <u>1440</u>

Prerequisites:

High school graduate or person over 18 years of age and able to pass required entrance tests.

Purpose of Course:

A preparatory course covering the development of all the skill requirements necessary to become employable in a commercial kitchen as a fry cook, dinner cook, pastry chef, or Garde Manger.

Catalog Description:

Basic skills of commercial cooking including preparation of vegetables, salads, sandwiches, entrees, pastries and specialty dishes; nutrition; menus; supplies; kitchen management; hygiene and sanitation; safety practices; employer-employee relations.

Course Content: Give major areas covered by entire course and subunits under each major area. Use additional sheet(s) as necessary. Include course number and title on each extra sheet used.

\_\_\_\_\_  
Instructor(s)

\_\_\_\_\_  
Dean of Instruction

\_\_\_\_\_  
Department Head, Coordinator, Or  
Dean of School

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Divisional Dean

Course Name and Number Trade Cooking Cul. Occ. 800A-D

Course Content:

1. Kitchen Porter miscellaneous worker
2. Dish and pot washer
3. Pantryman's helper
4. Cook's helper
5. Hand and electric equipment
6. Salads, relishes, and cocktails
7. Salad dressings and sauces
8. Special dishes
9. Ice box desserts
10. Pantry service
11. Vegetable cooking
12. Griddle and pan frying
13. Deep fat frying
14. Broilers
15. Steam table and dish-up station
16. Soups and stocks
17. Sauces
18. Meat entrees
19. Butchering
20. Baking
21. Trade appreciation
22. Selected field trips

LONG BEACH UNIFIED SCHOOL DISTRICT  
LONG BEACH CITY COLLEGE

Course Information

Department Culinary Occupations Date 5-12-65

<u>Cul. Occ. 210A</u>	<u>Kitchen Helper Training</u>	<u>8</u>
Name and Number of Course (Catalog Designation)	Descriptive Title	Semester Units

Smith-Hughes Classification _____	Session Per Week <u>5</u>
Number of Semesters <u>1</u>	Hours Per Session <u>5</u>
Number of Weeks Per Semester <u>12</u>	Hours Per Week <u>25</u>
	Lecture or Theory <u>5</u>
	Laboratory <u>20</u>
Total Weeks Per Year _____	Total Hours (Course) <u>300</u>
	Lecture or Theory <u>60</u>
Number of Years _____	Laboratory <u>240</u>

Prerequisites: Permission of instructor

Purpose of Course:

To assist student in preparatory training for commercial cooking.

To provide experience helping other kitchen employees in the preparation of vegetables, salads, soups, sandwiches, entrees, pastries, and specialty dishes.

To provide knowledge of nutrition, menus, supplies, hygiene and sanitation, and safe practices.

Catalog Description:

Basic skills of commercial cooking, including preparation of vegetables, salads, soups, sandwiches, entrees, pastries, and specialty dishes.

Course Content: Give major areas covered by entire course and subunits under each major area. Use additional sheet(s) as necessary. Include course number and title on each extra sheet used.

(See next page)

\_\_\_\_\_  
Instructor(s)

\_\_\_\_\_  
Dean of Instruction

\_\_\_\_\_  
Department Head, Coordinator

\_\_\_\_\_  
Chairman, Vocational Area Committee

Course Name and Number Kitchen Helper Training

Cul. Occ. 210A

Course Content:

I. Pantryman' Helper

- A. Cleaning all types of vegetables for salads
- B. Cleaning all types of fruit for salads
- C. Cutting fruit and vegetables for salads
- D. Preparing garnishes for salads
- E. Assembling ingredients for salad dressing
- F. Slicing cold meats and cheese by machine
- G. Chopping vegetables for salads by machine

II. Dish and Pot Washer

- A. Washing chinaware by hand
- B. Washing chinaware by machine
- C. Washing glass and silverware by hand
- D. Washing pots
- E. Washing kitchen machine units
- F. Washing glass and silverware by machine

III. Kitchen Porter

- A. Cleaning garbage can
- B. Scrubbing floor
- C. Cleaning benches and tables
- D. Cleaning sinks
- E. Cleaning broiler or salamander
- F. Cleaning stove
- G. Cleaning steam table
- H. Cleaning refrigerator
- I. Cleaning kitchen machines

IV. Cook's Helper

- A. Cleaning leafy type vegetables for storage
- B. Cleaning root and tuber type vegetables for storage
- C. Cleaning bud, flower, and stem type vegetables for storage
- D. Storing staple supplies in store-room
- E. Storing meats in refrigerator
- F. Packing fish box in deep-freeze
- G. Storing poultry and eggs
- H. Preparing leafy type vegetables for cooking
- I. Preparing root and tuber type vegetables for cooking
- J. Preparing bud, flower, and stem type vegetables for cooking
- K. Grinding meat for storage
- L. Molding meat balls to specific size
- M. Blanching stew meat
- N. Straining soup stock
- O. Breeding meats for frying

LONG BEACH UNIFIED SCHOOL DISTRICT  
LONG BEACH CITY COLLEGE

Course Information

Department Culinary Occupations Date 5/12/65

<u>Cul. Occ. 210B</u>	<u>Pantryman Training</u>	<u>4</u>
Name and Number of Course (Catalog Designation)	Descriptive Title	Sem. Units
Smith-Hughes Classification _____	Sessions Per Week _____	<u>5</u>
Number of Semesters _____ <u>1</u>	Hours Per Session _____	<u>5</u>
Number of Weeks Per Semester _____ <u>6</u>	Hours Per Week _____	<u>25</u>
	Lecture or Theory _____	<u>5</u>
	Laboratory _____	<u>20</u>
Total Weeks Per Year _____	Total Hours (Course) _____	<u>150</u>
	Lecture or Theory _____	<u>30</u>
Number of Years _____	Laboratory _____	<u>120</u>

Prerequisites:

Culinary Occupations 610A

Purpose of Course:

To assist students in preparatory training for commercial cooking.

To provide experiences similar to those required of pantrymen.

To provide knowledge of vegetables, salads, soups, sandwiches, entrees, pastries and specialty dishes; nutrition, menus, supplies, hygiene, sanitation, safety and employer-employee relations.

Catalog Description:

Basic preparatory skills for the pantryman including making of salads, relishes, cocktails, dressings, sauces, buffet, cold meats, icebox desserts.

Course Content: Give major areas covered by entire course and subunits under each major area. Use additional sheet(s) as necessary. Include course number and title on each extra sheet used.  
(See next page)

\_\_\_\_\_  
Instructor(s)

\_\_\_\_\_  
Dean of Instruction

\_\_\_\_\_  
Department Head, Coordinator

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Chairman, Vocational Area Committee



## Course Content:

## I. Pantryman

- A. Using hand and electric equipment
  - 1. Dicing celery with French knife
  - 2. Making melon balls with Paresian cutter
  - 3. Slicing eggs with hand-operated egg slicer
  - 4. Operating electric food mixer
  - 5. Slicing cold meats on electric slicer
  - 6. Extracting orange juice with electric extractor
- B. Preparing and making salads, relishes, cocktails
  - 1. Salad greens for storage and use
  - 2. Fruits and vegetables for salads
  - 3. Seafoods for salads and cocktails
  - 4. Fruit salad
  - 5. Potato salad
  - 6. Combination vegetable salad
  - 7. Chef's green salad
  - 8. Vegetable aspic salad
  - 9. Sardine canapes
  - 10. Seafood cocktails
- C. Making salad dressings and sauces
  - 1. Mayonnaise
  - 2. French dressing
  - 3. Roquefort dressing
  - 4. Tartar sauce
  - 5. Whipped cream
  - 6. Cocktail sauce
- D. Preparing for buffet and cold meat service
  - 1. Slicing cold meats or cheese
  - 2. Making cold beef sandwiches
  - 3. Arranging a cold meat plate
  - 4. Arranging assorted relish dish
  - 5. Preparing tomato stuffed with chicken salad
  - 6. Preparing deviled eggs
  - 7. Carving cold chicken
- E. Utilizing leftovers for
  - 1. Chicken salad
  - 2. Ham salad
  - 3. Mixed fruit salad
  - 4. Mixed vegetable salad
- F. Making ice-box desserts
  - 1. Prune whip
  - 2. Fruit sauce for puddings, etc.
  - 3. Hard sauce
  - 4. Peach Melba
  - 5. Strawberry shortcake
  - 6. Baked Alaska

Course Name and Number PANTRYMAN TRAINING Cul. Occ. 210B

Course Content: (continued)

- G. Handling pantry service
  - 1. Cutting and serving pies and cakes
  - 2. Preparing dinner salads (specified number)
  - 3. Preparing and serving combination cold plate
  - 4. Preparing and serving daily cold sandwich
  - 5. Preparing and serving a la carte salad bowl

LONG BEACH UNIFIED SCHOOL DISTRICT  
LONG BEACH CITY COLLEGE

Course Information

Department Culinary Occupations Date 5-12-65

<u>Cul. Occ. 210C</u>	<u>Fry Cook Training</u>	<u>4</u>
Name and Number of Course (Catalog Designation)	Descriptive Title	Semester Units
 Smith-Hughes Classification_____		Sessions Per Week_____ 5
Number of Semesters_____ 1		Hours Per Session_____ 5
Number of Weeks Per Semester_____ 6		Hours Per Week_____ 25
		Lecture or Theory_____ 5
		Laboratory_____ 20
Total Weeks Per Year_____		Total Hours (Course)_____ 150
		Lecture or Theory_____ 30
Number of Years_____		Laboratory_____ 120

Prerequisites:

Cul. Occ. 610AB or permission of instructor.

Purpose of Course:

To assist students in preparatory training for commercial cooking.

To provide experiences similar to those required of fry cooks.

To provide knowledge of vegetables, salads, soups, sandwiches, entrees, pastries, and specialty dishes; nutrition, menus, supplies, hygiene, sanitation, safety, and employer-employee relations.

Catalog Description:

A course in basic preparatory skills for the fry cook including vegetable, griddle, pan, deepfrying and broiler cooking, and steam table and dish-up serving.

Course Content: Give major areas covered by entire course and subunits under each major area. Use additional sheet(s) as necessary. Include course number and title on each extra sheet used.

(See next page)

\_\_\_\_\_  
Instructor(s)

\_\_\_\_\_  
Dean of Instruction

\_\_\_\_\_  
Department Head, Coordinator, or  
Dean of School

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Chairman, Vocational Area Committee

Course Name and Number FRY COOK TRAINING Culinary Occupations 210C

I. Vegetable cooking - preparing

- A. Mashed potatoes
- B. Baked potatoes, in jacket
- C. Potatoes au gratin
- D. Potatoes rissole
- E. Candied yams
- F. Creamed carrots
- G. Harvard beets
- H. Baked macaroni, au gratin
- I. Fresh corn on-the-cob
- J. Fresh garden spinach
- K. Mashed turnips
- L. Glazed carrots

II. Griddle and pan frying

- A. Preparing and baking hot cakes and waffles
- B. Frying eggs (according to order)
- C. Making plain omelette
- D. Making French toast
- E. Grilling ham steak or bacon
- F. Pan-broiling sirloin steak
- G. Pan-frying chicken fried steak
- H. Pan-frying salmon steak
- I. Pan-frying pork chops
- J. Pan-frying one-half spring chicken (unjointed)
- K. Preparing cottage fried potatoes
- L. Preparing hash-brown potatoes
- M. Preparing American fried potatoes

III. Deep fat frying

- A. Chicken croquettes
- B. Pineapple fritters
- C. Shrimp (breaded)
- D. Shrimp (in butter)
- E. Breaded veal cutlet
- F. French fried potatoes
- G. Apple rings
- H. Channel cat-fish
- I. Scallops
- J. Croutons

IV. Broiling

- A. Adjusting flames for cooking on gas broiler
- B. Chateau-briand
- C. Half a chicken
- D. Lamb chops
- E. One-half lobster on gas broiler
- F. Ground round steak on gas broiler
- G. One whole salmon on gas broiler

Course Name and Number FRY COOK TRAINING Culinary Occupations 210C

V. Electric steam table and dish-up station

- A. Filling steam table with water, and heating to desired temperature
- B. Lining up steam table for serving
- C. Serving breaded veal cutlet with country gravy
- D. Serving chicken croquettes with cream sauce
- E. Serving charcoal broiled top sirloin steak, maitre 'd hotel with vegetable and baked potato
- F. Serving half broiled lobster with drawn butter, French fried potatoes and vegetable
- G. Serving ground round steak with bordelaise sauce, baked potato with cheese sauce, and vegetable

LONG BEACH UNIFIED SCHOOL DISTRICT  
LONG BEACH CITY COLLEGE

Course Information

Department Culinary Occ.		Date <u>5/12/65</u>
<u>Cul. Occ. 210D</u>	<u>Dinner Cook Training</u>	<u>8</u>
Name and Number of Course (Catalog Designation)	Descriptive Title	Semester Units
Smith-Hughes Classification _____	Sessions Per Week _____	5
Number of Semesters _____	Hours Per Session _____	5
Number of Weeks Per Semester _____	Hours Per Week _____	25
	Lecture or Theory _____	5
	Laboratory _____	20
Total Weeks Per Year _____	Total Hours (Course) _____	300
	Lecture or Theory _____	60
Number of Years _____	Laboratory _____	240

Prerequisites:

Culinary Occupations 610C or permission of instructor

Purpose of Course:

To assist students in preparatory training for commercial cooking.  
To provide experiences similar to those required of dinner cooks.  
To provide knowledge of vegetables, salads, soups, sandwiches, entrees, pastries and specialty dishes; nutrition, menus, supplies, hygiene, sanitation, safety and employer-employee relations.

Catalog Description:

Basic skills for the dinner cook including making of soups, batters, sauces and gravies, roasts, sauteed entrees, braised entrees, stuffed entrees and dressings.

Course Content: Give major areas covered by entire course and subunits under each major area. Use additional sheets as necessary. Include course number and title on each extra sheet used.

(See next page)

\_\_\_\_\_  
Instructor(s)

\_\_\_\_\_  
Dean of Instruction

\_\_\_\_\_  
Department Head, Coordinator

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Chairman, Vocational Area Committee

Course Name and Number DINNER COOK TRAINING Cul. Occ. 210D

Course Content:

I. Soups - Preparation and Cooking

- A. Chicken stock
- B. Other white stocks (beef, veal, lamb, etc.)
- C. Brown stock
- D. Ham stock
- E. Fish stock (court bouillon)
- F. Vegetable stock
- G. Ordinary consommé of beef
- H. Clarified consommé
- I. Other thin clear soups
- J. Puree of green split pea soup
- K. Other dried vegetable puree soups
- L. Unstrained dried vegetable soups
- M. Cream of tomato soup
- N. Soup Mongol
- O. Cream soups of fresh leafy green vegetables (lettuce, spinach, cabbage, broccoli, etc.)
- P. Manhattan clam chowder
- Q. Boston clam chowder
- R. Fish chowder
- S. A bisque
- T. Various classical vegetable soups using a velouté sauce base
- U. English beef broth with barley
- V. Mock turtle soup
- W. Oxtail soup

II. Sauces - Preparation and Cooking

- A. Basic brown sauce or Espagnole
- B. Mushroom sauce, sauce piquante, pickle sauce, and mustard sauce, using Espagnole as the basic or "mother sauce"
- C. Cream sauce or Bechamel
- D. Egg sauce, cheese sauce, horseradish sauce, white mustard sauce, parsley sauce, Mornay, using Bechamel as the base
- E. Velouté sauce
- F. Tomato sauce (strained)
- G. Creole sauce
- H. Hollandaise sauce

III. Meat Entrees

- |  |  |   |
|--|--|---|
| <ul style="list-style-type: none"> <li>A. Boiling                             <ul style="list-style-type: none"> <li>1. Beef</li> <li>2. Lobsters</li> <li>3. Ham</li> </ul> </li> <li>B. Broiling                             <ul style="list-style-type: none"> <li>1. Lamb chops</li> <li>2. Thick sirloin steak</li> <li>3. Chicken</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>C. Roasting                             <ul style="list-style-type: none"> <li>1. Ribs of beef</li> <li>2. Turkey</li> </ul> </li> <li>D. Sauteing                             <ul style="list-style-type: none"> <li>Breaded veal cutlets</li> </ul> </li> <li>E. Frying                             <ul style="list-style-type: none"> <li>Codfish cakes</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>F. Stewing                             <ul style="list-style-type: none"> <li>Beef</li> </ul> </li> <li>G. Braising                             <ul style="list-style-type: none"> <li>Beef</li> </ul> </li> <li>H. Simmering                             <ul style="list-style-type: none"> <li>Fowl</li> </ul> </li> </ul> |
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LONG BEACH UNIFIED SCHOOL DISTRICT  
LONG BEACH CITY COLLEGE

Course Information

Department Culinary Occ. Date 5/12/65

<u>Cul. Occ. 220A</u>	<u>BAKER AND PASTRYMAN TRAINING</u>	<u>12</u>
Name and Number of Course (Catalog Designation)	Descriptive Title	Semester Units

Smith-Hughes Classification \_\_\_\_\_

Number of Semesters 1

Number of Weeks Per Semester 18

Sessions Per Week 5

Hours Per Session 5

Hours Per Week 25

Lecture or Theory 5

Laboratory 20

Total Hours (Course) 450

Lecture or Theory 90

Laboratory 360

Total Weeks Per Year \_\_\_\_\_

Number of Years \_\_\_\_\_

Prerequisites:

Cul. Occ. 610D or permission of instructor.

Purpose of Course:

To review skills of helper, pastryman, fry and dinner cook.  
To assist students in preparatory training for commercial cooking.  
To provide experiences similar to those required of bakers.  
To provide knowledge of vegetables, salads, soups, sandwiches, entrees, pastries and specialty dishes; nutrition, menus, supplies, hygiene, sanitation, safety and employer-employee relations.

Catalog Description:

Basic preparatory skills for the baker including the making of yeast-leavened products, cakes, icings, pies and other pastries.

Course Content: Give major areas covered by entire course and subunits under each major area. Use additional sheet(s) as necessary. Include course number and title on each extra sheet used.  
(see next page)

\_\_\_\_\_  
Instructor(s)

\_\_\_\_\_  
Dean of Instruction

\_\_\_\_\_  
Department Head, Coordinator

\_\_\_\_\_  
Chairman, Vocational Area Committee



Course Name and Number BAKER & PASTRYMAN TRAINING Cul. Occ. 220A

Course Content:

- I. Making yeast leavened products
  - A. Loaf Bread
  - B. Clover-leaf rolls
  - C. Parkerhouse rolls
  - D. Raised doughnuts
  - E. Whole-wheat bread
  - F. Cinnamon rolls
  - G. Danish coffee-cakes
  - H. Shortcake biscuits
- II. Making cakes
  - A. Cup cakes
  - B. White layer cake
  - C. Gold layer cake
  - D. Devil's food layer cake
  - E. Sponge cake
  - F. Jelly roll (sponge)
  - G. Angel-food cake
  - H. Pound cake
  - I. Fruit cake
  - J. Butter cookies
  - K. Chocolate-chip cookies
  - L. Oatmeal cookies
  - M. Ice-box cookies
  - N. Butter macaroons
  - O. Cream puffs and eclairs
- III. Making icings and decorating
  - A. Seven-minute icing
  - B. Butter icing
  - C. Royal icing
  - D. Mocha icing
  - E. Icing cup cakes or layer cakes
  - F. Decorating cakes with roses and ornamental work
- IV. Making pies and pastries
  - A. Pie crust
  - B. Cream pie shells
  - C. Apple pie
  - D. French apple pie
  - E. Cherry pie
  - F. Cocoanut cream pie
  - G. Custard pie
  - H. Pumpkin chiffon pie
  - I. Lemon meringue pie
  - J. Cabinet pudding
  - K. Grape-nut custard pudding
  - L. Chocolate blanc mange
  - M. English plum pudding
  - N. Tapioca pudding and rice pudding
  - O. Apple turnovers and fruit tarts

LONG BEACH UNIFIED SCHOOL DISTRICT  
LONG BEACH CITY COLLEGE

Course Information

Department Culinary Occ. Date 5-12-65

<u>Cul. Occ. 220B</u>	<u>MEAT CUTTER TRAINING</u>	<u>12</u>
Name and Number of Course (Catalog Designation)	Descriptive Title	Semester Units

Smith-Hughes Classification _____	Sessions Per Week <u>5</u>
Number of Semesters <u>1</u>	Hours Per Session <u>5</u>
Number of Weeks Per Semester <u>18</u>	Hours Per Week <u>25</u>
	Lecture or Theory <u>5</u>
	Laboratory <u>20</u>
Total Weeks Per Year _____	Total Hours (Course) <u>450</u>
	Lecture or Theory <u>90</u>
Number of Years _____	Laboratory <u>360</u>

Prerequisites:

Cul. Occ. 620A or permission of instructor.

Purpose of Course:

To review skills of helper, pastryman, fry cook, dinner cook, and baker.  
To provide experiences similar to those required of meat cutters.  
To assist students in preparatory training for commercial cooking.  
To provide knowledge of vegetables, salads, soups, sandwiches, entrees, pastries, and specialty dishes; nutrition, menus, supplies, hygiene, sanitation, safety, and employer-employee relations.

Catalog Description:

Basic skills for the meat cutter including breaking down carcass; trimming roasts, steaks, chops, and cutlets, and specialty meat cuts; machine tenderizing, grinding and sawing.

Course Content: Give major areas covered by entire course and subunits under each major area. Use additional sheet(s) as necessary. Include course number and title on each extra sheet used.

(See next page)

\_\_\_\_\_  
Instructor(s)

\_\_\_\_\_  
Dean of Instruction

\_\_\_\_\_  
Department Head, Coordinator

\_\_\_\_\_  
Chairman, Vocational Area Committee

Course Name and Number MEAT CUTTER TRAINING Cul. Occ. 220B

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I. Breaking down carcass

- A. Beef carcass into primal cuts.
- B. Lamb carcass into primal cuts.

II. Cutting roasts, steaks, etc.

- A. Boning out short loin.
- B. Cutting sirloin or tenderloin steaks.
- C. Cutting loin lamb chops.
- D. Cutting veal Porterhouse steaks.
- E. Cutting pork chops.
- F. Blocking out 7-rib roast of beef (prime rib).
- G. Cutting and pounding boneless veal for cutlets.
- H. Removing shoulder clod of beef.
- I. Preparing short-ribs for cooking.
- J. Cutting Swiss steak from beef round.
- K. Preparing boneless stew meat for cooking.
- L. Boning and rolling beef (lamb or veal) chuck roast.
- M. Larding lean roast for cooking.
- N. Boning beef trimmings.
- O. Grinding beef (veal, pork) for loaf, patties, etc.
- P. Breaking bones for stock pot.

III. Utilizing Specialty Meats

- A. Preparing beef brains for cooking.
- B. Preparing veal hearts for baking.
- C. Stripping out sweetbreads.
- D. Skinning and slicing calf liver.

IV. Using and Caring for Equipment

- A. Using scales for accurate portioning.
- B. Using boning knife.
- C. Using steak knife.
- D. Using hand saw.
- E. Using cleaver.
- F. Using power meat saw.
- G. Grinding knife on power emery wheel.
- H. Sharpening knife on oil stone.

LONG BEACH UNIFIED SCHOOL DISTRICT  
LONG BEACH CITY COLLEGE

Course Information

	Department <u>Culinary Occ.</u> Date <u>5-12-65</u>	
	HOTEL, RESTAURANT, AND	
<u>Cul. Occ. 201AB</u>	<u>INSTITUTIONAL COOKING</u>	<u>8.8</u>
Name and Number of Course	Descriptive Title	Semester Units
(Catalog Designation)		

Smith-Hughes Classification _____	Sessions Per Week _____ 5
Number of Semesters _____ 2	Hours Per Session _____ 3
Number of Weeks Per Semester _____ 18	Hours Per Week _____ 15
	Lecture or Theory _____ 5
	Laboratory _____ 10
Total Weeks Per Year _____ 36	Total Hours (Course) _____ 540
	Lecture or Theory _____ 180
Number of Years _____ 1	Laboratory _____ 360

Prerequisites: Recommendation of high school counselor. Acceptable score on qualifying test. Concurrent enrollment in senior high school of Long Beach Unified School District.

Purpose of Course:

Students develop basic skills of commercial cooking including preparation of vegetables, salads, soups, sandwiches, entrees, pastries, and specialty dishes. Students develop knowledge of nutrition, menus, supplies, hygiene and sanitation, safety practices, and employer-employee relations.

Catalog Description:

Basic skills of commercial cooking including preparation of vegetables, salads, soups, sandwiches, entrees, pastries, and specialty dishes; basic knowledge of nutrition, menus, supplies, hygiene and sanitation, safety practices, and employer-employee relations.

Course Content: Give major areas covered by entire course and subunits under each major area. Use additional sheet(s) as necessary. Include course number and title on each extra sheet used.

(See next page)

\_\_\_\_\_  
Instructor(s)

\_\_\_\_\_  
Dean of Instruction

\_\_\_\_\_  
Department Head, Coordinator

\_\_\_\_\_  
Chairman, Vocational Area Committee

Course Name and Number HOTEL, RESTAURANT, AND INSTITUTIONAL COOKING  
Cul. Occ. 201AB

I. Cook's Helper

- A. Cleaning leafy type vegetables for storage.
- B. Cleaning root and tuber type vegetables for storage.
- C. Cleaning bud, flower, and stem type vegetables for storage.
- D. Storing staple supplies in store-room.
- E. Storing meats in refrigerator.
- F. Packing fish box in deep-freeze.
- G. Storing poultry and eggs.
- H. Preparing leafy type vegetables for cooking.
- I. Preparing root and tuber type vegetables for cooking.
- J. Preparing bud, flower, and stem type vegetables for cooking.
- K. Grinding meat for sausage.
- L. Molding meat balls to specific size.
- M. Blanching stew meat.
- N. Straining soup stock.
- O. Breeding meats for frying.

II. Dish and Pot Washer

- A. Washing chinaware by hand and machine.
- B. Washing glass and silverware by hand.
- C. Washing glass and silverware by machine.
- D. Washing pots.
- E. Washing kitchen machine units.

III. Kitchen Porter

- A. Cleaning garbage can.
- B. Scrubbing floor.
- C. Cleaning benches and tables.
- D. Cleaning sinks.
- E. Cleaning broiler or salamander.
- F. Cleaning stove.
- G. Cleaning steam table.
- H. Cleaning refrigerator.
- I. Cleaning kitchen machines.

IV. Pantryman's Helper

- A. Cleaning all types of vegetables for salads.
- B. Cleaning all types of fruit for salads.
- C. Cutting fruit and vegetables for salads.
- D. Preparing garnishes for salads.
- E. Assembling ingredients for salad dressing.
- F. Slicing cold meats and cheese by machine.
- G. Chopping vegetables for salads by machine.

LONG BEACH UNIFIED SCHOOL DISTRICT  
LONG BEACH CITY COLLEGE

Course Information

Division BTD Department Garment Manuf. Date 12-1-63

GM 600 Industrial Sewing 3 (Eight Weeks)  
Name and Number of Course Descriptive Title Semester Units  
(Catalog Designation)

Smith-Hughes Classification _____	Sessions Per Week _____ 5
Number of Semesters _____	Hours Per Session _____ 4
Number of Weeks Per Semester _____ 8	Hours Per Week _____ 20
	Lecture or Theory _____
	Laboratory _____ 20
Total Weeks Per Year _____	Total Hours (Course) _____ 160
	Lecture or Theory _____
Number of Years _____	Laboratory _____ 160

Prerequisites:

Adaptability to the operation of power sewing equipment.

Purpose of Course:

To train applicants in the basic operation of power sewing equipment and to develop skills necessary for initial employment in the garment industry or allied fields.

Catalog Description:

Basic operation of power sewing equipment used in the garment manufacturing industry.

Course Content: Give major areas covered by entire course and subunits under each major area. Use additional sheet(s) as necessary. Include course number and title on each extra sheet used.

\_\_\_\_\_  
Instructor(s)

\_\_\_\_\_  
Dean of Instruction

\_\_\_\_\_  
Department Head, Coordinator, or  
Dean of School

\_\_\_\_\_  
Divisional Dean

Course Name and Number INDUSTRIAL SEWING GM600

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COURSE CONTENT:

I. Orientation to Machine

- A. Safety instruction
- B. Description of machine being used
- C. Function of various parts of machine
  - 1. Foot control
  - 2. Knee control
  - 3. Pressure foot
  - 4. Bobbin
  - 5. Bobbin winder
  - 6. Needles
- D. Care and cleaning of machine

II. Initial Operation of Machines - Without Needle or Thread

- A. Straight line sewing
- B. Tacking
- C. Curves and circles
- D. Practice on control of machine operation

III. Operation of Machine with Needle and Thread

- A. Procedure to put in needle
- B. Threading technique
- C. Bobbin winding and installation
- D. Tension on thread
- E. Changing size of stitch
- F. Practice in straight line sewing, curves, circles, tacking, etc.

IV. Sewing Operations - Handling of Material - Single Needle Machine

- A. Straight seams
- B. Clean seaming
- C. Tack, long seam, tack (end of material comes out even)
- D. Band setting
- E. Pockets - pocket flaps, setting pockets
- F. Shirring and cording
- G. Hemming
- H. Collars (stay stitching), setting collars with innerlining
- I. Piping
- J. Gussets
- K. Sleeves
- L. Plackets
- M. Blouse facings
- N. Cuffs
- O. Setting zippers (side and rail rood)
- P. Darts
- Q. Matching material (plaids, etc.)

Course Name and Number INDUSTRIAL SEWING GM 600

---

V. Speed Drills and Practice on Sewing Operations

VI. Special Projects

- A. Aprons
- B. Capris
- C. Blouses
- D. Skirts

VII. Special Machines

- A. Blind Stitch
- B. Overlock and Sew Overlock

NOTE: Daily procedure includes review of previous day's operations plus speed drills and practice. Objective of class is to teach basic skills needed in garment manufacturing and to develop adequate speeds to insure minimum wage earnings within a short time once on the job.



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# ILLINOIS TEACHER OF HOME ECONOMICS

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## CURRICULUM DEVELOPMENT IN HOME ECONOMICS EDUCATION

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A publication of the Division of Home Economics Education,  
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FOREWORD TO THE ILLINOIS TEACHER OF HOME ECONOMICS  
VOLUME IX, NO. 5

This issue of the Illinois Teacher is concerned with methods of planning for the year, the unit, and the daily lesson. No attempt has been made to provide a comprehensive treatment of this subject. However, several guides to planning are included for the help that they may provide teachers engaged in the task of planning for their own teaching situations. Most of the guides have been used successfully with groups of teachers.

Order blanks are included at the back of this issue for your convenience in subscribing to the Illinois Teacher for 1966-67, when the series will deal with "The Decade Ahead: Challenges and Opportunities" and for ordering the annotated bibliography on the employment education aspect of home economics and a new annotated bibliography on the psychomotor domain. An envelope is also provided for sending in your orders and subscriptions.

Here are a few facts about the Illinois Teacher that may interest you:

- Its major purpose is to provide in-service education for home economics teachers.
- It is a service activity of the Division of Home Economics Education, University of Illinois.
- It is a non-profit enterprise.
- There are now over 3750 subscribers to the Illinois Teacher.
- Each series is planned by the Home Economics Education staff. YOUR suggestions are solicited!

--Elizabeth Simpson  
Editor

## PLANNING FOR THE YEAR, THE UNIT, THE DAILY LESSON

Elizabeth Jane Simpson, Professor and Chairman  
Division of Home Economics Education  
College of Education  
University of Illinois

Developing teaching plans is one of the major responsibilities of the teacher. As knowledge of the teaching-learning process develops, as new and more refined teaching aids become available, and as knowledge in the subject fields expands, the tasks of planning for teaching become increasingly complex. There are more choices open to the teacher, more factors to take into account as she plans for the year, the course or unit, and the day.

There will be no attempt in this article to consider all facets of planning for teaching. However, attention will be given some basic guides to action in developing teaching plans.

### Scope and Sequence in the Home Economics Program

Scope refers to the major areas of content included in the program. Following are some questions that one might ask in determining the scope of the home economics program:<sup>1</sup>

1. How frequently will the learning be needed?
  - 1.1 The universality of the need at different socio-economic levels?
  - 1.2 The universality of the need in different life-cycle periods?
  - 1.3 The universality of the need in different vocations?
  - 1.4 The universality of the need in different geographical areas?
  - 1.5 How frequently will the learning be needed as a basis for acquiring more knowledge?
2. What are the chances that outcomes will be adequately learned apart from direct instruction in school?
  - 2.1 The difficulty of learning?
  - 2.2 The seriousness of error?

---

<sup>1</sup>As given in "Improved Teaching Through Improved Essay Tests" by Janet Tracy and Letitia Walsh, Illinois Teacher of Home Economics, Vol. III, No. 5, University of Illinois, Urbana, Illinois, p. 208.

3. What is the cruciality of the situations in which it will be used?
  - 3.1 How far must the learning be developed to meet the present need?
  - 3.2 What level of mastery might meet foreseeable future needs?
  - 3.3 What level of over-learning might provide insurance against unforeseeable demands?
4. How far are students capable of extending any given learning?
  - 4.1 What are the natural limitations of ability?
  - 4.2 What are the temporary deficiencies due to a lack of maturity?
  - 4.3 What are the limitations in perceptual background?
  - 4.4 What deeply emotionalized attitudes might impede learning?
5. What learning experiences can be provided?
  - 5.1 Which will enrich students' conceptualization?
  - 5.2 Which are feasible in terms of semantics involved?
  - 5.3 Which are helpful to students in clarifying and handling their own and others' values?
  - 5.4 Which promise to provide the most economical and effective practice in thinking?
6. If X is taught, what is to be de-emphasized or omitted?

In determining the sequence, or the order in which content will be developed, the following questions may help guide choices:<sup>1</sup>

1. What is a logical development of content in this field?
  - 1.1 Logical development of concepts?
  - 1.2 Sequence of difficulty of concepts?
  - 1.3 Sequence of difficulty of skills?
  - 1.4 Sequence of difficulty of projects, considering both number of kind of skills and new understandings called for?
  - 1.5 Relationship of one content area to another, to provide for smooth transition?
2. What is the usual state of "readiness" for learning at each level?<sup>2</sup>
  - 2.1 Characteristics of students at each level?
    - Maturation levels?
    - Needs and interests?

---

<sup>1</sup>Developed by Elizabeth Simpson.

<sup>2</sup>Unless one is critical and cautious, his answers to the questions in Item 2 may be heavily loaded with opinions rather than facts.

Developmental tasks?  
 Experiences?  
 Eye-hand and eye-eye coordination?

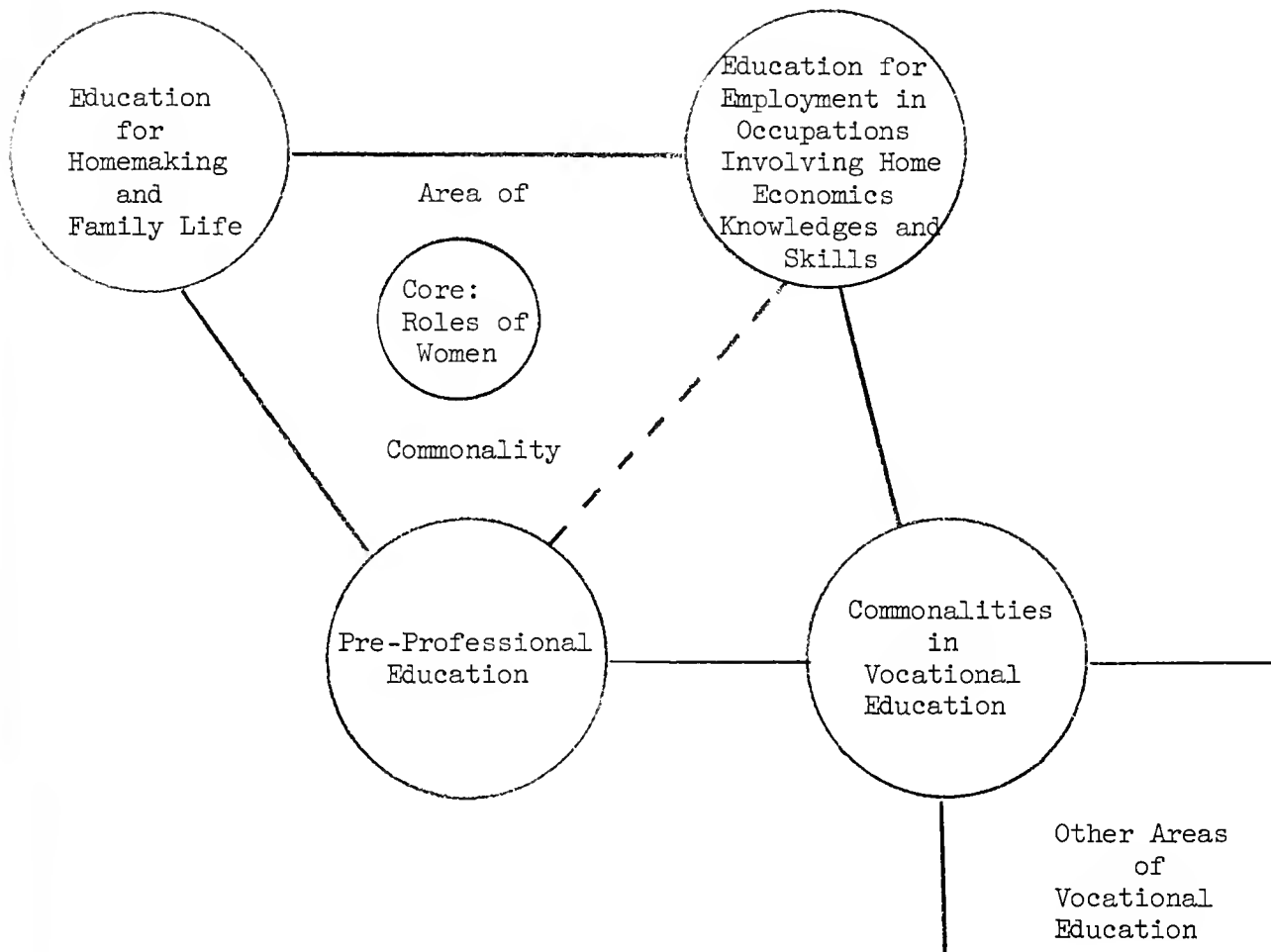
- 2.2 Typical student problems at each level?
- 2.3 Likelihood that students will have the prerequisite knowledge?
3. What students are likely to be enrolled in homemaking classes at each level?
  - 3.1 All levels of ability represented in earlier years?
  - 3.2 A larger proportion of slow learners in later years?
  - 3.3 Fast learners in special sections?
4. How may provision for new and interesting challenges be made each year?
  - 4.1 By teaching a few areas thoroughly each year rather than trying to cover entire scope of field?
  - 4.2 By deliberately "saving" some new and interesting material and not "taking the cream of" during the first years?
5. How much repetition in an area is justified?
  - 5.1 Only the repetition that is needed for mastery?
  - 5.2 Repetition provided in new contexts so pupils do not feel that this is "old stuff"?
6. How may facilities be used most effectively with respect to sequential development?
7. How may teacher's time and energy be most effectively employed with regard to sequence?

Following is an example of a "scope and sequence" chart developed by the author as an extension of her schema for a proposed curriculum in home economics at the secondary level.<sup>1</sup> Preceding the chart, a diagram of the schema and a brief outline of major areas of content for each aspect are presented.

---

<sup>1</sup>Simpson, Elizabeth Jane, "Projections in Home Economics Education," American Vocational Journal, Vol. 40, No. 8, November, 1965, pp. 41-43.





Schema for Proposed Curriculum  
in Home Economics  
at Secondary Level

Outline of Major Areas of Content for Each  
Aspect of Proposed Curriculum Plan

I. "Roles of Women" Core

- A. Roles of the girl; roles of the mature woman
- B. Concept of "maturity"--what it means to be a mature woman
- C. Understanding self and others
- D. Personal development--evaluation of own development, goals to work toward, resources
- E. Relationships with others--basic human needs; communication, verbal and nonverbal; sensitivity to others' needs
- F. Preparation for marriage and/or job or career
- G. Understanding and caring for children
- H. Nutrition and food selection
- I. Personal clothing--art aspects; consumer buying
- J. A place to live
- K. Management of personal resources

- L. Use of leisure
- M. Personal standards and values
- N. Continuing education in "womanhood"

## II. Education for Homemaking and Family Life

- A. Meaning of "home" and "family"
- B. The family as a social institution
- C. Relationship of family to other social institutions
- D. Cultural influences on family life
- E. Responsibilities of the family
- F. Developmental stages in family life
- G. Parenthood
- H. Management of the home, including family finances
- I. Housing the family, and furnishing the home
- J. Food for the family
- K. Clothing the family
- L. Caring for sick and aging in the family
- M. Continuing education in family life

## III. Education for Employment in Occupations Involving Home Economics Knowledges and Skills

- A. Home economics-related occupations requiring varying levels of training or education
- B. Personal traits and habits that make for employability
- C. Knowledges and skills needed for certain occupations related to: child care and guidance, food and nutrition, home management and care of the home, home furnishings, clothing and textiles, care of sick and aging

## IV. Pre-professional Education

- A. Professional opportunities in home economics
- B. Meaning of "profession," "professional commitment"
- C. Independent studies in depth--problems related to some phase of home economics

## V. Commonalities in Vocational Education

See: Van Camp, Donna M., "Commonalities in Vocational Education," Illinois Teacher of Home Economics, Vol. VIII, No. 1, pp. 23-32.

### Proposed Curriculum in Home Economics at Secondary Level Areas of Emphasis, Grades 7-12

Grade	Roles of Women	Homemaking	Employment	Pre-professional
7th	x		x	
8th	x		x	
9th	x			
10th	x		x	
11th	x	x	x	x
12th	x	x	x	x

Scope and Sequence Chart: Home Economics Program at Secondary  
Level, Based on Proposed Curriculum Schema

Grade	Areas of Study		
7th	<u>Understanding Personal Development</u> Physical Emotional Social	<u>Personal Attractiveness</u> Personal hygiene Grooming Manners	<u>Developing Traits for Employability, Friendships</u>
8th	<u>Understanding Personal Development</u> Concept of "femininity" Feminine responsibilities	<u>Understanding Others</u> Friends of same sex Boys Parents and other adults Older persons	<u>Occupations Related to Home Economics</u> Requiring varying levels of preparation
9th	<u>Understanding Self</u> Present roles Basic human needs (self)	<u>Understanding Others-- Family and Friends</u> Basic needs (others) Communication, verbal and nonverbal	<u>Personal Standards of Conduct</u>
10th	<u>Looking Forward to Marriage and/or a Job or Career</u> Orientation to world of work	<u>Becoming a Mature Woman</u> Concept of "maturity" Evaluation of own maturity Sensitivity to others' needs Improving communication skills	<u>Understanding and Caring for Children</u> (Self-understanding through understanding children)
11th	<u>EDUCATION FOR HOME MAKING AND FAMILY LIFE</u> Students: 11th and 12th grade students looking toward marriage. Basic course--for boys and girls (team teaching by man and woman teachers)	<u>Meaning of Home and Family</u>  <u>Family Roles</u>	<u>Family as a Social Institution</u> Relationship to other social institutions Cultural influences on family life
12th	Students: 12th graders who have had basic course. May be elected after basic course	<u>Family Financial Management</u>	<u>Housing the Family and Furnishing the Home</u>

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Areas of Study

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<u>Nutrition and Food Selection</u>	<u>Helping Keep Surroundings Attractive, Safe, Sanitary</u>	<u>Managing Personal Resources</u> Time, energy, money, abilities	<u>Helping Care for Children</u> Guiding children's play
<u>Selecting and Caring for Personal Clothing</u>	<u>Use of Personal Leisure</u> (Analysis of TV programs, movies)	<u>Communications in Social Situations</u> As hostess, guest, entertaining at home	
<u>Becoming an Attractive Woman</u> Grooming (new aspects) Clothing selection (art aspects)	<u>Consumer Buying of Clothing</u> Wardrobe planning Quality features (not covered, grade 8) Ethical shopping practices	<u>Personal Nutrition</u> Problems in nutrition Preparing a quick, nutritious meal	<u>Use of Personal Leisure</u> Concepts of leisure Values related to use of leisure
<u>Planning and Preparing Simple Meals</u> Principles of cookery (basics only)	<u>Personal Clothing</u> (may be omitted) Minimum essentials of construction		
<u>Responsibilities of the Family</u> To its members To society	<u>Developmental Stages of Family Life</u>	<u>Beginning a New Family</u> Husband-wife relationships	<u>Managing a Home</u>  <u>Becoming a Parent</u>
<u>Providing for Family Food Needs</u>	<u>Providing for Family Clothing Needs</u>	<u>Meeting Needs of Sick and Aging in the Family</u>	<u>Continuing Education in Family Life</u>

Grade		Areas of Study	
11th	EDUCATION FOR EMPLOYMENT Students: those for whom high school is terminal and those preparing for further vocational education in voc.-tech. school or other specialized training program	<u>Preparation for Employment</u> (Commonalities in Voc. Ed.)	Cooperative Work Experience- Study Program to Prepare for Employment in Occupations Requiring Home Economics Knowledge and Skills and/or Classroom Program to Develop Knowledge and Skills for Employment in One or More Areas or a Combination of These
12th			Group and individual conferences on problems related to job and to management of personal resources. Special units on: 1. Living Away from Home Living arrangements Finding a place to live Relationships at work and away from the job 2. Continued Development for Employability
11th or 12th	PRE-PROFESSIONAL EDUCATION Students: college-bound, particularly those interested in home economics professions	<u>Professions Related to Home Economics</u> <u>Meaning of Profession</u> Professional person Professional commitment	<u>Independent studies in depth--problem related to some phase of home economics</u>

The example given provides for a total home economics education program which takes into account the home and family living aspect of the program, the occupationally-oriented aspect, and a pre-professional aspect. That the occupational program was not outlined in greater detail was not due to a lack of concern and commitment to the program on the part of the author--but, rather, to the newness of the program and the fact that basic content for this aspect is in the early stages of development.

In the example given, both horizontal and vertical sequence have been considered. Questions regarding sequence which were presented previously were taken into account. Obviously, if all facets of the program were carried out, the services of several teachers would be required; such a program would be possible only in a larger school unit. In the smaller one-teacher department, choices would be made. For example, the teacher might decide to use the outlines for the ninth and eleventh grades with their emphasis on the vitally important areas of management and relationships, and provide for a pre-professional course, with emphasis on individual study, for college-bound girls aiming at careers in home economics or related professions.

#### Essentials of Any Teaching Plan

Any teaching plan has five major parts, as was pointed out in the first issue of the current series of the Illinois Teacher. These are:

- Objectives--or, if you prefer, goals, aims, purposes, outcomes
- Content--what is to be taught, the subject matter--stated in the form of facts, principles, generalizations or "levels of generalizations," depending on how you were taught and prefer thinking of them
- Learning experiences--the activities and procedures employed to help students progress toward the objectives
- Teaching aids and facilities--the tools used to aid students in progressing toward the objectives
- Means of evaluation--methods employed to help ascertain student progress toward objectives and the effectiveness of the teaching

General procedures in curriculum development were outlined in the Illinois Teacher, Vol. IX, No. 1, pp. 8-9. At this point, it might be helpful to review this section.

### Educational Objectives

The following references will be helpful to the teacher in analyzing the behavioral aspects of educational objectives:

Bloom, B. S., editor, Taxonomy of Educational Objectives, Handbook I, Cognitive Domain, New York: David McKay Co., 1956.

Krathwohl, D. R., Bloom, B. S., and Masai, B. B., A Taxonomy of Educational Objectives, Handbook II, Affective Domain, New York: David McKay Co., 1964.

A classification system for educational objectives in the psychomotor domain is being developed under a grant from the U.S. Office of Education.

The following overview of considerations in developing educational objectives in home economics has been prepared by Professor Mary Mather, Division of Home Economics Education, University of Illinois. She has used this guide in working with teacher groups concerned with problems of curriculum development.

### Considerations in Developing Educational Objectives

What should a student study? How can I help a student learn? How can I tell when a student has achieved this learning? These are three questions frequently raised by teachers. Well-stated educational objectives can help determine the answers.

An EDUCATIONAL OBJECTIVE is a statement of intent, of hoped for behavior (desired learning, proposed change), on the part of the learner which may result from instruction.

LEARNING is a change in capability which is inferred from a difference in an individual's performance from one time to a later time.

Therefore, it follows that:

1. we must have some type of data in terms of the individual performing in some way in order to infer that learning has taken place, and
2. in order to collect data from which learning is to be judged, statements of hoped for learning (educational objectives) must be specific enough and clear enough that we know what we are looking for;
3. the degree of specificity (how detailed to make the objectives) should be at the level of generality of behavior that one is seeking to help the student to acquire. Identify a performance which can be valued in and of itself as being effective in the student's life. Each objective should express a purpose which

makes sense within the larger purpose of the person's life goals, and this purpose should be distinguishable from others. For example, "ability to combine colors for pleasing combinations in one's home" is more specific than "can use color effectively";

4. since PERFORMANCE seems to be the key, a description of hoped for behavior must contain a good "strong" verb, a verb referring to observable human action.

Well-stated educational objectives guide the BEHAVIOR OF THE TEACHER. They help her COMMUNICATE to herself and to her students (as well as to other teachers sharing her materials and responsibilities).

1. Objectives tell teachers what the intent of instruction is so that: (a) appropriate experiences can be provided to give opportunities for learners to move toward the desired objective, and (b) appropriate evaluation materials can be devised to measure growth toward, and achievement of, the objective (the desired learning).
2. Objectives communicate to students where they should be going. Unless students know what the objectives are they are likely to resort to memorization and mechanical completion of exercise rather than carry out relevant sorts of learning activities. There should be less of the students' trying to guess what the teacher wants, and less surprise on the part of students when they are evaluated on one premise (one the teacher had in mind) when they had studied and learned on another set of assumptions.

### Classification of Educational Objectives

Educational objectives are thought of in three major groups:

- those dealing with knowledge and intellectual skills and abilities, i.e., the COGNITIVE domain;
- those dealing with interests, attitudes and values, the motivators of much of human behavior, i.e., the AFFECTIVE domain; and
- those dealing with manipulative skills and abilities, i.e., the PSYCHOMOTOR domain.

All of the above contribute to an ACTION PATTERN on the part of the learner, our old friend PERFORMANCE.

Although there is much relationship among the three classifications, it is useful to be able to identify the domain in which you are primarily teaching and evaluating at any one time.

Each family or class of objectives can be further organized and classified to indicate various levels or steps in learning in the cognitive, affective or psychomotor areas, each step building on the



previous one. Just as it is useful to be able to identify in which domain you are endeavoring to achieve changed behavior, it is useful to be able to identify at which level you are working. Thus we are aided in our teaching and evaluating by being

SPECIFIC

PRECISE

REALISTIC

when stating objectives.

### Content

"Content" refers to student learnings, what is taught. It includes facts, principles, and generalizations. Emphasis was given this aspect of curriculum development in home economics in an article by Professor Hazel Spitze in the Illinois Teacher of Home Economics, Vol. IX, No. 2.<sup>1</sup>

The following statement on "Teaching for the Development of Concepts and Generalizations" has been prepared to serve as a guide for teachers as they seek to gain skill in using the "concept approach" in teaching. It involves consideration of both content and methodology. As given here, the statement will appear in the Illinois home economics curriculum guide to be published during 1966. The statement is presented by permission of the Illinois State Department of Education.

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<sup>1</sup>Spitze, Hazel Taylor, "The Structure of Home Economics as a Basis for Curriculum Decisions," Illinois Teacher of Home Economics, Vol. IX, No. 2, 1965-66, pp. 62-96.

## TEACHING FOR THE DEVELOPMENT OF CONCEPTS AND GENERALIZATIONS\*

Why teach for the development of concepts and generalizations?

- The transfer of learnings from the classroom to the home and community, and to employment situations, is more likely to result when students have been guided to draw warranted conclusions in the form of generalizations.
- In a rapidly changing world, the specifics may change; the concepts and generalizations have more enduring value and meaning.
- Teachers and students have more understanding of the material when they have learned to generalize. Generalizations help a person connect, explain, and identify facts and predict what may happen next.
- The ability to generalize is a technique used in everyday living. Quality of living may be improved through development of ability to draw sound generalizations.
- The ability to generalize soundly, once developed, is a time and effort saver. Instead of many isolated facts, a person may have one "big idea" to remember.
- One of the purposes of education is preparation for the future. Meaningful organization of the subject matter of a field is facilitated through understanding the concepts and related generalizations and how they are developed.<sup>1</sup>

What is a concept?

One author said, in effect, that they come in different kinds of packages. They may be in the form of ideas, rules, generalizations, principles or laws, theories, problems, or areas of living.<sup>2</sup>

A concept may be embodied in a word or phrase and this has sometimes been called the concept in its purest form. It is this word or phrase idea of a concept that many people find most useful.

There are several definitions of concepts that may be helpful. One frequently used in connection with the development of curriculum materials in home economics is:

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\* Prepared by Elizabeth J. Simpson.

<sup>1</sup> Adapted from a statement prepared by Lila Jean Eichelberger, Home Economics Teacher, Champaign High School.

<sup>2</sup> Dressel, Paul L., "The Roles of Concepts in Planning the Home Economics Curriculum," Home Economics Seminar, Progress Report, 1961, p. 13.

Concepts are abstractions which are used to organize the world of objects and events into a smaller number of categories. These, in turn, can be organized into hierarchies.<sup>1</sup>

Burton, Kimball, and Wing, in Education for Effective Thinking, say:<sup>2</sup>

Some writers make very heavy going in defining a concept. This is probably necessary in technical fields and for advanced thinking. Simple definitions can be made which tell us what we need to know:

A concept is a defined idea of meaning fixed by and as extensive as, the term used to designate it.

A concept is the amount of meaning a person has for any thing, person or process.

A concept is a suggested meaning which has been detached from the many specific situations giving rise to it and provided with a name.

A concept is a logical construct capable of interpersonal use.

A concept is a word or other symbol which stands for the common property of a number of objects or situations.

Concepts are established meanings on which we can rely with assurance.

Concepts grow and develop through experience, by reflection upon experience, by abstracting from experience and interrelating various phases of experience.

Let us consider the concept of HAPPINESS. We have the notion of a "pleasurable state," satisfaction, good feelings associated with the word.

In understanding the concept, it might help to consider what it means in terms of childhood experiences. Charles Schultz in Happiness is a Warm Puppy<sup>3</sup> defined happiness as a pile of leaves for jumping in, a string of paper clips--if you are a little girl, and, from the puppy's point of view, a piece of fudge caught on the first bounce. One might add his own notions:

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<sup>1</sup>From Work Material for Regional Conference, Department of Health, Education, and Welfare, Office of Education, Division of Vocat. Education, Home Economics Education Branch, February 1962.

<sup>2</sup>Burton, William H., Kimball, Roland B., and Wing, Richard L., Education for Effective Thinking, Appleton-Century-Crofts, Inc., New York, 1960, p. 154.

<sup>3</sup>Schultz, Charles, Happiness is a Warm Puppy, Determined Productions, Inc., San Francisco, Calif., 1962.

Happiness is a Ruth Welcome recording to dine by in the evening.  
 Happiness is renewing old friendships.  
 Happiness is an orange flower in a bud vase.

The happiness concept is enhanced through experience. One soon begins to realize that values are involved in his concept of happiness.

One might generalize that, "What gives one happiness is affected by the values that he holds." This simple generalization adds further meaning to the notion of happiness. One might think of the pure concept as having generalizations that cluster about it. Some people find this way of looking at concepts and generalizations helpful.

What is a concept?--another look at the question

Presented earlier was the simple definition of a concept: "A concept is the amount of meaning a person has for any thing, person, or process." Within this definition there is another term that may need defining. That term is meaning.

Meaning is the total significance of any thing, person, process, or situation built up by an individual as he has experiences with it. Meaning is the grouping of ideas, knowledges, beliefs, feelings, and impressions of any and all kinds attached to the item.<sup>1</sup>

How do concepts develop? What are the principles governing their development?

Following are the principles of concept development as brought out by Professor William Burton<sup>2</sup> in his work with home economics educators:

1. Concepts grow out of experience in pursuit of a problem or purpose of some sort. The school, therefore, must provide many and varied experiences.

For example, one might consider the concept of resources. A purpose in the area of management is to help students gain increased understanding of the resources that may be employed in achieving individual, family, and institutional goals. Many learning experiences at all levels may be provided to help students recognize the technological resources having to do with things; social resources having to do with things and people, as a church, a loan company; and the personal resources

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<sup>1</sup> Burton, Kimball, and Wing, Op. Cit., p. 160.

<sup>2</sup>The principles as stated are based on materials appearing in Burton, William, Kimball, Roland B., and Wing, Richard L., Education for Effective Thinking, New York: Appleton-Century-Crofts, 1960; and Lee, J. Murray and Lee, Doris H., The Child and His Curriculum, 3rd Ed., New York: Appleton-Century-Crofts, 1960.

that have to do with feelings, attitudes, beliefs, emotions, sentiments, and so forth.

2. Opportunities for observation, handling, experimentation, and discovery are necessary.

For example, the concept of safe food. The meaning of safe food is enhanced through observing sanitary procedures in preparing and storing food, through such experiences as touching unwashed food to an agar plate and watching the development of bacterial growth, through comparing the results of different methods of storing food, through reading....

3. Concepts may be derived from vicarious experiences instead of direct experience.

For example, the meanings attached to the term personal values may be developed through case situations, through the use of films, through role playing, as well as through one's personal experiences.

4. Concepts may be clarified and extended through reflection, analysis, and discrimination.

One teacher reported as follows: "Through the years, my concept of communications has grown and developed. At first, I thought of communicating as talking with or corresponding with someone. Then, somewhere in a counseling course we discussed non-verbal communications; and I learned that how I sat, stood, held my hands and arms, smiled or failed to smile communicated something to observers. Still later, doing research on teen magazines I became more and more aware of the power of the mass media of communication. So the whole idea of communications took on more and more meaning as I experienced, reflected on experience, analyzed, and abstracted from these experiences with communication."

5. Concepts are not achieved quickly at a given time. They are never fixed or final. Levels are to be discerned. The process goes on continuously.

The meaning of this should be apparent, with the possible exception of the idea that "levels are to be discerned." Some concepts in the word or phrase form are quite broad and cover others that are more limited. For example, the concept of "family roles" covers the more limited concepts of "mother role," "father role," "grandparent role," "dual role of women," and so forth. Perhaps Burton was speaking of the concept in the form of the generalization when he said that levels are to be discerned. A discussion of "levels of generalizations" is included in this section of the guide.

6. Concepts are achieved ordinarily through an active, dynamic process, not through a formal or so-called "logical" process (except with very well-informed, mature learners).

However, one may "set the stage" in the classroom for the development of concepts in a more orderly manner than might occur by chance. This is one of the purposes served by the teacher--to help the student to organize and to perceive organization.

7. Concepts gradually evolve, are refined, and change. They evolve from questioning previous concepts.

Thus, a student who has been taught about color harmony in terms of specific color combinations with names, as "monochromatic," "adjacent," "triad," may develop the notion that no other combinations are harmonious. When he thinks about the idea of color harmony the meaning he attaches is that of certain "accepted" combinations. Later, he is pleased by other combinations. He questions whether his first notions about color harmony were entirely correct. Perhaps he reads in the area of "color" and finds a statement something like this: Any colors may be combined harmoniously provided they are pleasing in respect to value and intensity. His concept of color harmony has been changed and refined as a result of questioning a previously held concept.

8. Concepts to be developed should be carefully selected and then presented through many and varied learning experiences.

Since we do not have time to teach everything and must make some selections from all that we might teach, an important curriculum question that occurs is "if X is included, what must be omitted?" Space does not permit going into all the factors that should be considered in selecting content, but perhaps one could be given. There are certain concepts that have relevance to more than one area of home economics. Perhaps these coordinating concepts should have high priority. Examples might be: Management of time, roles of family members, home safety.

9. Accidental discoveries sometimes produce concepts.

Perhaps what is needed is a more serendipitous approach on the part of both teacher and student!

#### What guides may be used in determining what concepts are to be taught?

The following statements may serve as guides in this process. However, it is important to realize that the author was doubtlessly thinking of the concept in forms other than that of the pure concept as expressed in a word or phrase.

1. A useful concept must be accurate, for otherwise it will lead to faulty generalizations and inaccurate thinking.
2. A useful concept must be recent, or of recently demonstrated work, else it may be outmoded when today's learner comes to apply it in tomorrow's world.

3. A useful concept must be permanent--must be built to last. 'Some ideas, some values, some knowledge, some skills, some attitudes are of worth, because of their continuing relevancy to human existence and problems.
4. A useful concept must release the learner's creative instincts, for tomorrow's world will require, above all else, the ability to apply the imagination. And in today's curriculum, those experiences which may tend to narrow the individual's perspective will need to be...eliminated in favor of those which support creativity.<sup>1</sup>

What is a generalization? What is the relationship between concepts and generalizations?

- A "generalization" is a complete thought which expresses an underlying truth, has an element of universality, and usually indicates relationships.<sup>2</sup>
- Any full generalization or principle is a concept. Some limited generalizations may not be concepts, i.e., child-made generalizations. Concepts are bigger, broader, more "fuzzy" and will "cover more ground" than generalizations.<sup>3</sup>

One might consider the concept of "basic human needs." This is a big, broad, "fuzzy" idea. It covers a great deal, including the more limited concepts of "basic mental needs." It also covers a number of generalizations, for example, "A knowledge of basic needs contributes to self-understanding; and families, school, church, community, and peer groups contribute to meeting physical, mental, and social-emotional needs."

In the chapter, "What a Lovely Generalization" in Thurber Country,<sup>4</sup> James Thurber illustrated humorously and well some of the "do nots" in respect to generalizations. This is fun reading for the teacher struggling with the task of helping students draw sound generalizations.

How may one test a generalization for soundness?

The following tests may be used by the teacher developing curriculum materials and as a guide for students in testing their conclusions:

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<sup>1</sup>By Harold D. Drummond of the University of New Mexico, as given in News Letter, Champaign, Illinois, Community Schools, Vol. 21, No. 36, May 27, 1963, p. 4.

<sup>2</sup>Work material for Regional Conference, Op. Cit.

<sup>3</sup>From presentation by William Burton at Pacific Regional Conference, March 1962.

<sup>4</sup>Thurber, James, Thurber Country, Simon and Schuster: New York, 1962.

1. Is it supported by research or accepted theory?
2. What are the assumptions that underlie this conclusion? Are these sound?
3. Is it applicable to other situations? That is, does it have the "element of universality" mentioned in the definition?

Another question that one might ask has to do with the relationship word selected. Most generalizations will show relationships between or among ideas. For example: "Human relationships are enhanced through the understanding of behavior and its causes." Enhanced is the relationship word. "A clear concept of the material to be transmitted facilitates communication." Facilitates is the relationship word. "Development results from a continuous interaction of the individual and his environment." Results is the relationship word. Enhances and facilitates are soft relationship words; they denote caution and are quite correctly used in the examples given. Results is a stronger, more forceful relationship word and was properly used in the example. It is apparent that the choice of the relationship term is quite important in determining whether the statement can be supported.

What are the "levels of generalizations"?<sup>1</sup>

1. The first level is likely to be either a description, definition, analogy, identification, or classification. Statements are simple and may relate to personal experience.
2. The second level shows relationships among ideas. They may make comparisons and include more ideas than on the first level. This is the principle level.
3. The third level usually explains, justifies, interprets, or predicts. Generalizations at this level may be more remote in time or space. They often suggest a direction for behavior.

What are some examples of generalizations at each level?

Concept: Communications

First-level generalization. "Communication includes those processes by which individuals influence one another. Communication takes various forms, both verbal and nonverbal."

Second-level generalization. "A clear concept of the material to be transmitted facilitates communication. Communication with others influences an individual's personality."

Third-level generalization. "Ability to communicate grows with communication experiences. Relationships with others are enhanced through development of the ability to communicate."

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<sup>1</sup>Work material for Regional Conference, Op. Cit.



Concept: Proteins

First level. Definitions of protein, classification of protein food.

Second level. Principles of preparing protein-rich foods--cheese, eggs, meat, etc.

Third level. Generalizations that apply to protein cookery in general.

~~It is not necessary always to identify the level of generalization nor force a generalization at each level for every concept considered.~~ But, the idea of levels is helpful. It is quite apparent that understanding terms and classification systems and being able to describe and offer analogies is essential to an understanding of principles and generalizations making use of these ideas. Hence, there is some order in the generalizations that cluster about a concept. And the task of identifying the generalizations is made easier when this order is recognized and understood.

How may teachers help students develop generalizations?

- A generalization is an outcome of teaching. Students should formulate generalizations in their own words. They are not given to the student nor verbalized for him. A student arrives at a generalization inductively and uses it deductively.
- Understanding the concepts included in a generalization is basic to understanding the generalization. Understanding concepts contributes to ability to see relationships between and among them, hence to the ability to develop second- and third-level generalizations. Thus, is the importance of the first-level generalization emphasized.
- ~~To~~ formulate a generalization, the learner must be able to perceive at least two ideas simultaneously with clarity and meaning, put the ideas together, compare and contrast them, and formulate conclusions.<sup>1</sup>
- Comprehension of a generalization is increased as learners use them in different ways and in new situations.<sup>2</sup>
- Student ability to test the soundness of a generalization may be developed through providing repeated opportunities for such activity in the classroom.

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<sup>1</sup>"Curriculum Planning and Teaching: The Concept Approach," Working papers, National Home Economics Curriculum Development Workshop, University of Missouri, June 1964, p. 4.

<sup>2</sup>Ibid., p. 4.

- Identification of the levels of generalizations clustering about a concept serves to guide planning in respect to organization and sequence in teaching.
- Understanding of individual characteristics of learners is basic to determination of ways of developing concepts and generalizations with them.

In guiding students to develop generalizations, the following list of structured questions has proven helpful:

A Guide to Developing Conclusions in the Form  
of Principles and Generalizations

Films, minute dramas, case situations, and role playing may be used in order to help students think, examine ideas, and develop understandings. When they are used for these purposes, they serve to stimulate thinking; they may raise questions rather than answer them. They present ideas which may be examined and used as a basis for helping students to clarify their beliefs and draw their own conclusions.

When the above methods have been used for the purposes suggested, the following kinds of questions in the sequence given have been helpful in guiding discussions:

1. Questions for which the answer will be found in the situation.
2. Questions calling for an examination of similar ideas in other situations.
3. Questions asking the student to draw inferences, to begin to see cause and effect relationships, to begin to express their own opinions or ideas in regard to situations.
4. Questions that ask students to formulate a generalization of their own, based on an examination of data from the film, case situation, or drama; from many sources in life situations; and from the opinion of authorities. As a teacher carries on a class discussion, she may want the class to study the many generalizations made by individual students and help them to arrive at generalizations which have a higher degree of agreement within the group.
5. Questions that ask students to examine these ideas as they apply to their present day life; questions that ask what authorities say about certain problems.
6. Questions that ask students to illustrate the meaning of their generalizations. In general, these questions call for students to begin to see how thinking and planning can get some of these ideas into everyday practice.

Adapted from: TEACHING MATERIALS FOR USE IN THE TEACHING OF CHILD DEVELOPMENT AND RELATED ART IN HOMEMAKING EDUCATION IN TENNESSEE, University of Tennessee, Department of Home Economics Education, Knoxville, Tennessee, in cooperation with the State Department of Education, Vocational Education, Nashville, Tennessee.

Following is an example of a lesson using this series of structured questions. Actually, it could serve as a lesson plan. The teacher who developed the plan used it, with variations, in several class situations. In parentheses, she has indicated how the lesson developed with one group. She reported that the series of questions, only slightly revised, were useful regardless of the specific role-playing situation selected by the class.

Example of a Lesson Using the Series of Structured Questions  
for Developing Generalizations

UNIT: DEVELOPING LOVE AND UNDERSTANDING WITHIN THE FAMILY UNIT

TOPIC: UNDERSTANDING OLDER MEMBERS OF THE FAMILY

OBJECTIVES:

1. Increased understanding of and appreciation and respect for aging members of the family--and aging people in general.
2. Increased understanding of how we may help aging people meet their basic human needs.
3. Increased understanding of how we may live in peace and harmony with aging members of the family.
4. Increased understanding of self.

ACTIVITIES AND PROCEDURES	CONTENT
<p>1. Show pictures of hands of aging person</p> <p>"Can you describe the person who belongs with these hands? Tell me something about the person."</p>	<p>Obviously these are the hands of an aging person because they are wrinkled and the skin is that of an older person.</p> <p>They look like hands that have been very busy--the hands of a person who has known hard work.</p>
<p>2. "Think about the older people you know. Tell us a little about them--without using names."</p> <p>Discuss older people students know--relationship to student, their interests and needs.</p>	

## ACTIVITIES AND PROCEDURES

## CONTENT

3. "Sometimes it is necessary for three generations of a family to live together--at least for a time. What are some of the problems that sometimes arise in these situations?"

Possible problems

Conflicts between needs of aging for peace and quiet and needs of younger people for activity and noise.

Difficulties in communication due to different times, different experiences.

Lack of understanding of basic needs and how they may be best satisfied at different stages in life cycle. Etc.

4. "Suppose that we role-play one of these problem situations and see if we can gain increased understanding of the older people involved and of ourselves in relation to them."

"Which problem seems to you to be the one that most frequently arises in the three-generation family?"

Class selects problem. (The problem that students choose might have been anticipated--that of the conflicting needs of older people and younger family members. The needs of the older family members are for peace, quiet, and serenity; the needs of younger members are for activity and noise.)

5. "Who would be involved in this problem situation? Describe those persons involved."
6. "Where would the action take place? Describe the setting and exactly what has led up to this problem."
7. "Secure volunteers for the various roles. Ask them to 'get in character.'"
8. Ask that half of the class observers identify with the older person and try to feel as she feels and half identify with the younger person and try to ascertain what she is feeling.

9. Role-play the problem situation. (In one class, the action took place in the kitchen. The adolescent daughter was entertaining two girl friends who were dancing to her Beatle records. The grandmother who was the only adult at home entered the kitchen and asked her granddaughter to be quieter, saying, "Young people didn't do this sort of thing when I was young," etc.)
10. Discussion
  - A. "What happened in this situation?" Student gives brief summary of situation that was role-played.
  - B. "Do people you know ever behave the way the granddaughter did? Tell us about it."
 

"Do older people you know act the way that this grandmother did?" Discuss.
  - C. "Why did they behave as they did? The granddaughter? What feelings did she have? What needs did she express?"
 

Needs--independence, activity, to be like peers, to be popular.

"The grandmother? What feelings did she express?"
 

Needs--peace and quiet, a feeling of belonging.
  - D. "What do authorities say about situations like this?"
 

Read in Smart and Smart, Living in Families, pp. 95-96; 394-396.
  - E. "Now, considering what we have seen in our role-playing situation, what we have experienced in our own contacts with older people, and what we have read, what conclusions might be drawn regarding older members of the family?"

"Their needs?"

No matter what age a person is, he has certain basic needs, both physical and psychological. The psychological needs are needs for affection, recognition, security, new experience, achievement and feelings of adequacy, dependence and independence, and a satisfying philosophy of life.

"How may we help them meet their needs?"

We may help aging people meet their needs through showing respect for them, planning some time with them, considering their desires, remembering to show appreciation, and keeping the lines of communication open.

"How may we live happily with older people?"

Keeping the lines of communication open among the three generations is one way in which good relationships are promoted.

Through practicing empathy we may gain increased understanding of aging members of our family or neighborhood.

"What are the results for ourselves when we begin to increase our understanding of other people and the reasons why they behave as they do?"

As we gain understanding of others, we increase our understanding of self.

F. "Let's review these conclusions that we have drawn." (Read each from board.) "How may we apply them in our own relationships with older people and others?"

Discuss the application of each. Students illustrate how they might apply each generalization in rather specific ways to own life.

MEANS OF EVALUATION: Pencil and paper test requiring the application of the generalizations to problem situations.

Observation of pupils in family situations--on home visits, for example.

Anecdotal records of pupils' relationships with others--particularly older people.

What are some other guides to helping students develop generalizations?

The following statement<sup>1</sup> with only minor revisions was presented in the working papers of the national Home Economics Education Curriculum workshop held at the University of Missouri, June 1964. Some of the suggestions given were included in the structured question guide:

In helping learners state generalizations and develop concepts, perception should be trained continually and use made of such questions as, 'What do you see in this situation?' Ability to abstract should be developed with questions such as, 'What do you see here that is similar or dissimilar to another situation?' Generalizations should be used in answering the question, 'From what you know about this, what do you think will happen in this new situation just presented to you?' Other questions that may help learners to state generalizations are ones that:

1. Call for an example of similar ideas in other situations.
2. Ask learners to draw inferences, to see cause and effect relationships.
3. Bring out dissimilarities of main ideas.
4. Ask learners to illustrate meanings of the conclusions as they apply to their own life.
5. Ask learners to state the relationship between two concepts.
6. Ask what authorities say about certain problems.
7. Ask what research evidence regarding the problem is available.
8. Ask learners how they can prove an observation.

What is the place of vocabulary study in the development of generalizations?

In the development of generalizations, the first level, as has been stated, is "likely to be either a description, definition, analogy, identification, or classification." The importance of a study of word meanings in developing first-level generalizations is obvious.

Second- and third-level generalizations show relationships among ideas which have been developed at the first level. That is, they are built on the first-level generalizations.

Hence, vocabulary study serves to help prepare students for stating generalizations at these levels.

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<sup>1</sup>Adapted from "Curriculum Planning and Teaching: The Concept Approach," Op. Cit., p. 5.

The following section on vocabulary study includes many suggestions which have been found helpful by a group of Illinois teachers working over a two-year period in the general area of "teaching for development of the ability to think."

### Vocabulary Study

We use language as a tool in thinking. "If students are to think clearly in any area of subject matter, they must understand the terms that are used. Therefore, vocabulary study should be a part of each unit that is taught."<sup>1</sup>

The following are some suggestions for teaching for increased understanding of word meanings:

Define or have students look up meanings of new terms.

Have a place on the chalkboard set aside for terms and their definitions.

Plan with students for a special place in each student notebook for new words and phrases and their meanings.

Where appropriate, use the bulletin board to illustrate the meaning of new terms.

Include on pre-tests, terminology important to the development of understandings within a unit of study. Provide for special study of terms most frequently misunderstood. Evaluate progress in development of understanding of terms with end-test.

Use crossword puzzles, developed by teacher or student, as one means of providing for vocabulary study.

Have each student list all of the words that she does not understand in a reading assignment. Summarize the list and use it as a guide in determining which words to include in vocabulary study assignments.

Have students make sentences using new terms as one way of determining whether they understand word meanings.

Kinds of terms that need defining include:

New terms encountered in a unit of study--for example, such terms as family life cycle, developmental tasks.

Value terms, such as good, bad, attractive, interesting. Students need to know how these terms are being used by others if they are to communicate effectively.

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<sup>1</sup>Lemmon, Louise and Simpson, Elizabeth, Teaching Process of Thinking in Homemaking Education, Department of Home Economics, NEA, Washington, D.C., p. 4.



Terms with depth of meaning. These are the kinds of words which have emotional significance for individuals. Meanings for individuals may vary according to experiences, attitudes, values and beliefs held. Such terms as the following are included: home, family, democracy, security, parent.

Students may have difficulty with:

Synonyms--for example, colors next to each other on the color wheel may be referred to as neighboring, adjacent, or analogous. Different references may use different terms. Students may need help in recognizing that the terms mean the same thing.

In defining words, the dictionary may give synonyms which are only approximate in meaning. A student may need guidance in using the synonyms in appropriate ways.

Homonyms; a homonym is a word having the same pronunciation as another, but differing from it in origin, meaning, and often, in spelling. Examples in the field of home economics include:

baste, as in "baste the seam"  
baste, as in "baste the roast"

fold, as in "fold in the  
 dry ingredients"  
fold, as in "fold the towels"

whip, as in "whip the cream"  
whip, as in "whip the raw edge of the seam"

pear, as in "eat the pear"  
pair, as in "pair of shoes"  
pare, as in "pare the pear"

cube, as in "cube the cheese"  
cube, as in "ice cube"

Words which may be ambiguous in meaning--as value words and certain words which denote quantity, such as some, many, much, several.

#### Ways of clarifying meanings

In helping students to understand word meanings, the following means of defining may be used:<sup>1</sup>

1. By genus and differentia. For example, "An orange is a citrus fruit, botanically a berry, that is nearly globose in form and orange in color."
2. Comparison. "Like a grapefruit, only, as a usual thing, smaller and orange rather than yellow."
3. Synonym. "Ascorbic acid for vitamin C."
4. Pointing. "That is an orange."

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<sup>1</sup>Burton, William H., Kimball, Roland, Wing, Richard L., Education for Effective Thinking, Appleton-Century-Crofts, Inc., 1960, p. 184.

5. Example. "A mandarin is one of a group of Chinese oranges."
6. By direct observation or demonstration--quartering and eating an orange.

A closing note

The teacher will doubtless find new and creative ways of helping students to develop concepts and generalizations. The foregoing suggestions may serve as a beginning in this important undertaking!

### Learning Experiences

Thus far, we have considered educational objectives and content as aspects of curriculum development. A third major part of any curriculum plan is learning experiences. In their selection, the following guides may be helpful:

- Learning experiences should contribute toward the achievement of the objectives. They should be appropriate to the objectives.

Let us consider what this means. An educational objective has two aspects, a behavioral aspect and a content aspect. For example, in the objective, "Knowledge of criteria for the evaluation of family television programs," knowledge is the behavioral aspect and criteria for the evaluation of family television programs is the content aspect. Using the taxonomy of educational objectives, cognitive domain, this objective would be classified as 1.2<sup>4</sup> Knowledge of criteria.<sup>1</sup> This analysis aids in determining what learning experiences may be most meaningful in working toward the objective. Since, in this case, it is knowledge which concerns us, we know that recall is involved. The learning experience, then, may be one which helps the student develop awareness of criteria for evaluating family television programs and recall these when the situation calls for this knowledge.

Now, on a higher level, an appropriate objective would be, "Ability to evaluate family television programs." Ability to evaluate is the behavioral aspect; family television programs is the content aspect. The objective would be categorized as 6.20 Judgments in terms of external criteria.<sup>2</sup> At this level, one is concerned with "evaluation of material with reference to selected or remembered criteria."<sup>3</sup> The learning experience should be such that the student is afforded the opportunity of applying her knowledge about the criteria as she actually has the experience of evaluating family television programs. Developing ability calls for performance opportunity--in this case, guided performance which is then discussed as the student is helped with the application involved in the situation, all of which should lead toward development of the judgment called for at this advanced level.

- Learning experiences should lead to the development of significant content.

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<sup>1</sup>Bloom, op. cit., p. 203.

<sup>2</sup>Ibid., p. 207.

<sup>3</sup>Ibid., p. 207.

Students should have opportunities to arrive at their own conclusions. They will need help in understanding the bases for sound conclusions. Such questions as the following may be helpful: Is there evidence in research or accepted theory for the conclusion? Does one's own direct experience or observation tend to support the conclusion? Is it a conclusion that is generally applicable in situations similar to the one where it was developed?

- Learning experiences should be suited to the needs and concerns of students.

Professor Hazel Spitze dealt with this point in some detail in the Illinois Teacher, No. 3 of this volume.

- Learning experiences should provide for continuity and sequential development.

The discussion of "levels of generalization" in the section of this article on developing concepts and generalizations is relevant here.

- Learning experiences should provide for variety with respect to media and senses employed.

Thus, provision may be made for individual differences in ways of learning and for greater student interest.

- Resources should be available for carrying out the learning experiences.

However, one should not easily be daunted by a lack of resources. Frequently these can be obtained with some effort--or one may improvise resource materials that will serve the purpose.

- Learning experiences should provide for student development in ability to think and allow for development of problem-solving ability.
- Learning experiences should contribute to interest in and desire for more learning.

Helpful in planning learning experiences is the reference, Techniques for Effective Teaching, a publication of the Department of Home Economics, National Education Association. It is available for 75¢ from the Department of Home Economics, NEA, 1201 Sixteenth Street, NW, Washington, D.C.

### Teaching Aids and Facilities

A fourth major factor in planning for teaching is that of teaching aids and facilities. A whole new array of teaching (or, if you prefer, learning) tools is available to teacher and student. Teaching machines,

films, recordings, educational television--these are among the aids that offer promise for more effective teaching and learning. Lee A. DuBridge, President of the California Institute of Technology, states that:

We are only beginning to learn how to use these tools effectively. They are too often regarded as devices to replace the teacher--a wholly false conception. A hammer and saw do not replace the carpenter; a typewriter does not replace a secretary. A new tool is a new opportunity for doing a better job, provided only we learn how to use it.<sup>1</sup>

The primary consideration in selecting teaching aids is the contribution they may make toward the attainment of the objectives. Certainly, a teacher who is well-informed regarding the various aids available and who is able to use them effectively will be equipped to select better those that are suited to the objective and the related content and learning experiences.

Professor Mary Mather dealt with the problems of selecting and using teaching aids in her article, "A Look at Resources for Teaching Home Economics," in the Illinois Teacher, Vol. VI, No. 9. Since copies of this publication are still available, a detailed discussion of teaching aids will not be included here.

However, a few comments regarding instructional areas may be appropriate. Certainly it is a truism that "Instructional areas should be planned in terms of the curriculum rather than the curriculum adjusted to fit the space and equipment provided in the instructional areas." Realistically, one has to think--at least to some extent--of the space and equipment available as curriculum plans are developed. But, very real danger lies in making too many concessions to outmoded facilities or (worse yet) using them as an excuse for retaining what is no longer appropriate in the content of the program.

Provocative reading for the teacher taking a long and serious look at teaching aids is Marshall McLuhan's "Understanding Media: The Extensions of Man."<sup>2</sup> It opens new avenues of thought concerning the nature of some of the newer media that we are employing in the teaching-learning situation.

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<sup>1</sup>DuBridge, Lee A., "The Teaching Profession--Forty Years of Change," The Changing Face of Teaching, Addresses and Discussions of a Teaching Career Month Symposium, Sponsored by the National Education Association, Washington, D.C., April 8, 1965, p. 34.

<sup>2</sup>McLuhan, Marshall, "Understanding Media: The Extensions of Man," McGraw-Hill Book Co., New York, 1964, 364 pp.

Facilities for today's home economics program were discussed in the Illinois Teacher, Vol. VIII, No. 2.<sup>1</sup> Volume VIII of the publication is being reprinted and copies will be available soon again.

### Means of Evaluation

Determining the means of evaluation to be employed is a fifth major task in developing curriculum plans. The seven basic steps<sup>2</sup> involved are:

1. Formulation of a statement of objectives.
2. Classification of objectives into major types. (Invaluable tools at this stage are the classification systems for educational objectives developed by Bloom, Krathwohl and others.<sup>3</sup>)
3. Defining of each objective in terms of behavior.
4. Suggesting of possible situations in which these behavior patterns may be exhibited.
5. Selection and trial of promising methods for obtaining evidence regarding each objective.
6. Selection on the basis of this preliminary trial the more promising appraisal methods for further development and improvement.
7. Devising of means for interpreting and using the results of the various instruments of evaluation.

Some means of collecting evidences of student progress toward objectives are:

anecdotal records  
 check lists  
 conferences with parents and students; notes from parents  
 diagnostic charts  
 diaries or "logs" (student records)  
 discussion  
 essay-type examinations

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<sup>1</sup>Barrow, Joseph and Elizabeth Simpson, "The Setting for the Home Economics Program at the Secondary Level," Illinois Teacher of Home Economics, Vol. VIII, No. 2, pp. 74-86.

<sup>2</sup>Tyler, Ralph W., Ch. 12, "Evaluation Must be Continual and Flexible; It Must Evaluate," General Education in the American High School, University of Chicago, Chicago, Illinois, 1942, pp. 290-308.

<sup>3</sup>Bloom, op. cit.; Krathwohl, op. cit.

informal conversations  
 observations of behavior  
 performance tests  
 personal interviews  
 problem situation tests--oral or written  
 questionnaires  
 rating scales  
 score cards  
 short-answer tests--multiple choice; true-false; completion

### Looking at the Five Parts of the Curriculum Plan as an Integrated Whole

Experienced curriculum planners will find it impossible to think of one aspect of the curriculum plan without thinking of the others. In considering educational objectives, one is forced to think of the related content (suggested in the content aspect of the objective), the learning experiences for achievement of the objective, which are implied in the behavioral aspect. Looking at these factors leads naturally to a consideration of the teaching aids and evaluation. All of these considerations are rooted in the bases upon which curriculum decisions are made--such factors as the conditions of society and of families within the society, student needs, the local situation, and the structure of the field of study. In turn, these considerations are related to the curriculum planner's philosophy of home economics education, of home economics, of education, and of life itself.

Thus, curriculum planning is seen as a complex and demanding task. The complexity and challenge add to the fascination to be found in the task--and to the reward of seeing the plans work out in classroom operations.

### Examples of Plans for the Home Economics Program

An example of an over-all plan for a home economics program has been given. Following is an example of a unit plan developed by graduate students (Peggy Carroll, Elda Kaufman, Betty McGhee, and Joy Plattner) at the University of Illinois in a class taught by Professor Hazel Spitze. Following the unit plans are examples of lesson plans.

The examples are presented for whatever interest they may have for the busy teacher engaged in her own tasks of planning for the year, the unit, and the day.

Personal and Family Relationships,  
Example of a Resource Unit

I. To increase understanding of myself

<u>Content (as Generalizations)</u>	<u>Activities to Encourage Learning</u>
1. Understanding self contributes to understanding and accepting others.	<p>Students fill out <u>questionnaire</u> "All About Yourself," <u>Illinois Teacher</u>, Vol. II, No. 2.</p> <p>Take <u>interest inventory</u> to determine students' questions or problems related to this area.</p> <p>Teacher-student planning of objectives for unit.</p> <p>View <u>Understanding Myself</u>, McGraw-Hill Guidance Filmstrips, 330 W. 42nd St., N.Y. 36, N.Y.</p>
2. Fulfillment of physical and psychological needs leads to individual development and satisfaction.	<p><u>Bulletin Board</u> - Use "pipe cleaner girl" as central figure. Students bring pictures to show how different needs are met; arrange pictures radiating from central figure. Use as basis for discussion.</p> <p>Observe a younger child (in elementary grades or at home or while babysitting). Did you see evidences of children's needs being fulfilled or ignored? How does this relate to your family life?</p> <p>Read a <u>short story</u>, <u>magazine</u> or a <u>newspaper article</u>, or a <u>book</u> about adults, young people, or children. Which of the basic needs are involved in the actions of the main character?</p> <p>Study the <u>ads</u> in popular magazines; find as many as you can whose appeal is to the needs we've discussed. Bring them to class for discussion and analysis.</p>
3. Individuals face certain tasks in development which must be accomplished in order to progress to the next level of development.	<p>Define the concept of "developmental task"; the term itself does not have to be used. One might refer to the tasks as "responsibilities for growing up."</p>



Identify the developmental tasks of a:

baby  
toddler  
teen-ager  
parent  
grandparent

Roleplay several situations depicting teen-agers working at their developmental tasks, some of the hurdles which they encounter.

View filmstrip Learning to be Independent, Church Screen Productions.

4. Individuals differ because of heredity and environment.

Students take pretest on heredity and environment.

List the many ways you differ from a classmate of yours. From thinking about your parents and grandparents, which of the above traits might you have inherited?

View and discuss: Heredity and Family Environment, McGraw-Hill (film).

Heredity and Environment, National Repository of Tapes for Teaching, Kent State University, Kent, Ohio. (Send blank tape--tape recording.)

Discuss how certain adults have capitalized on physical characteristics or have overcome physical handicaps.

Stump, Al J., Champions Against Odds. (Macrae Smith Co., Philadelphia, Pa.) pamphlet.

A Desk for Billie, NEA, Washington, D.C.--film concerning environmental handicaps.

5. An understanding of how our bodies grow and change helps us accept our physical development.

Question box for anonymous questions about growing up physically.

Invite a doctor or nurse (possible Red Cross) to discuss physical changes.

View and discuss film Farewell to Childhood, International Film Bureau, 6 N. Michigan Ave., Chicago 2.

6. Being able to recognize our feelings and control our actions contributes to personal satisfaction and acceptance by others.

Observe in elementary grades; describe any situation involving emotional control or lack of it.

Buzz sessions - "Experiences in the family develop emotional control."

Write down 3 things that have happened to you lately which aroused your emotions. Were the emotions destructive or constructive? How did you handle the situation? How did you feel when it was all over?

Roleplay situations involving problems brought about by emotional immaturity--follow by class discussion: draw conclusions.

Films:

Control Your Emotions--Coronet

Act Your Age--Coronet

Toward Emotional Maturity--McGraw-Hill

He Acts His Age--McGraw-Hill

7. Recognizing problems is the first step in solving them.

Use case studies from About You (Science Research Associates) to explain use of defense mechanisms.

List defense mechanisms commonly used at school. Roleplay situations that illustrate each. Discuss situations in which these mechanisms are harmful.

Develop and present a skit showing a teen-ager faced with a difficult situation; divide the class into small groups. Let each group make the decision. Compare results of various groups. Weigh the advantages and disadvantages of each decision.

Facing Reality, McGraw-Hill (film).

Summarize unit by forming generalizations which would help a newcomer to our class better understand herself.

Class evaluate their progress toward objectives set up at the beginning of the unit.

## II. To improve relationships with others

### Content as Generalizations

### Activities to Encourage Learning

1. Friends help satisfy basic psychological needs for security, a sense of worth, and mutually agreeable interactions with others.

Checklist to determine students' problems or concerns about family and friends.

Teacher-student planning of objectives for the unit.

Bulletin Board - "Why Bother With Friends?" Girl's puzzled face in center, question marks surrounding her. Through class discussion, remove the question marks and answer her question.

2. Making and keeping friends is easier if one develops certain attitudes such as: interest in other people, friendliness, cheerfulness.

Students fill out Dr. Laird's checklist, "Traits Which Make Us Liked by Others" (Guide for Teaching Personal and Family Relationships, pp. 35-36).

Write a paragraph about a person who fits the following description:

- a) "You just can't help but love her."
- b) "She hasn't a friend in the world."

Look through and select a story from Reader's Digest's "Most Unforgettable Character" which illustrates qualities which make a person likeable. Use students' selections as a basis for class discussion.

Discussion: Is it better to have just one or two close friends or many friends? Discuss the advantages of each.

Produce skit, "The Ins and Outs" (National Association for Mental Health, 10 Columbus Circle, N.Y. 19).

Film: Making Friends (Encyclopedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Illinois)

Filmstrips:

As Others See You, McGraw-Hill  
Making People Like You, Church  
 Screen Productions  
Polish Up Your Personality,  
 Church Screen Productions

3. Manners are based upon consideration of others, kindness and respect.

Discuss the reasons and bases for manners. Maybe students could write their own "rulebook."

Roleplay specific situations such as introductions, eating out, accepting or refusing a date. Compare role-playing with similar situations in the following films.

Films:

Mind Your Manners, Coronet  
Social Courtesy, Coronet

Filmstrips:

Developing Social Maturity,  
 McGraw-Hill  
Why Have Manners, Eye Gate House, Inc.  
Table Manners, Eye Gate House, Inc.,  
 2716 Forty First Ave., L.I.C., N.Y.

Collect current articles and cartoons on etiquette from newspapers and magazines. Post them on the bulletin board for reference when writing advice for the etiquette questions that come from hypothetical situations.

4. Understanding family members contributes to the improvement of family relationships.

Panel Discussion - "What Parents and Teen-Agers Expect of Each Other."  
 Invite two parents to participate along with two students.

Students select a committee of class members to prepare a "Declaration of Rights and Responsibilities for Today's Teen-Agers."

Consider ways of developing parent-youth code for our own community. Begin work on such a code.

Skit, "High Pressure Area" (Mental Health Material Center, Inc., 1790 Broadway, N.Y. 19) as a basis for class discussion of parent-teenager relations.

Films:

You and Your Family, Associated Films, 291 Broadway, N.Y. 17)  
Family Life, Coronet  
Parents Are People Too, McGraw-Hill  
A Date With Your Family, International Films

Filmstrips:

Your Job as Big Brother or Sister,  
 Chas. A. Bennett Co., Inc.

Conduct a class poll to determine those who are youngest in family. Ask each one to discuss position of youngest as he sees it. Compare agreements and disagreements. Do the same for oldest, middle, and only child. Discuss different ways people feel about their place in their own families.

Film:

Sibling Relations and Personality,  
 McGraw-Hill

5. Development of special interests by a family promotes personal satisfactions and enriches family living.

Tape Recording: Family Recreation describes some ideas for family recreation and the value of doing things together.

Plan, carry out, and evaluate an activity which your family will enjoy together.

Film: Family Outing (\$1.25 rental from University of Utah). Discuss purposes family vacation serves.

By "Brainstorming" determine a list of things teen-agers could do to make more leisure time for all members of the family.

Discuss advantages and disadvantages of commercial, out-of-the-home entertainment and compare with family entertainment in the home. Plan an evening of entertainment for the family.

6. If responsibilities are accepted, privileges are more likely to be granted.

Skits about family life: (State Director of Home Economics Education, Carson City, Nevada)

"Always the Garbage"

"Mother and Dad Are People Too"

"Bob Disobeys Orders"

"Please Pick Up Your Own Clothes"

Discuss situation, reasons for conflict, ways to solve problems.

Film: Sharing Work at Home, Coronet. Follow with discussion. Plan ways you could make better use of time, money, energy, for greater satisfaction.

Girls answer roll call by naming a family responsibility. Arrange them in chart form as follows:

Responsibility	Father	Mother	Student
1. Wash Dishes			X
2. Make beds	X	X	X

7. Conflict exists in families because of the differences among family members.

Roleplay:

- a) family making decisions as to where to go on vacation
- b) family deciding on how responsibilities will be shared now that Mother has gone back to work.

Film: Age of Turmoil (U. of Utah, \$3.25). Discusses causes of conflict.

Write a paper showing how you differ from a brother or sister in functions performed at home, at school, or at work; in your needs and desires; in expressions of emotions. Have these differences led to any conflict you are aware of in your family?

8. There are many patterns for family life; it is the responsibility of each family to develop a pattern which meets its needs.

Discuss in buzz groups ways your families differ; each group summarize and report differences. Make list on board. Develop generalizations regarding differences.

Summarize unit by developing generalizations regarding you and your relationships with others.

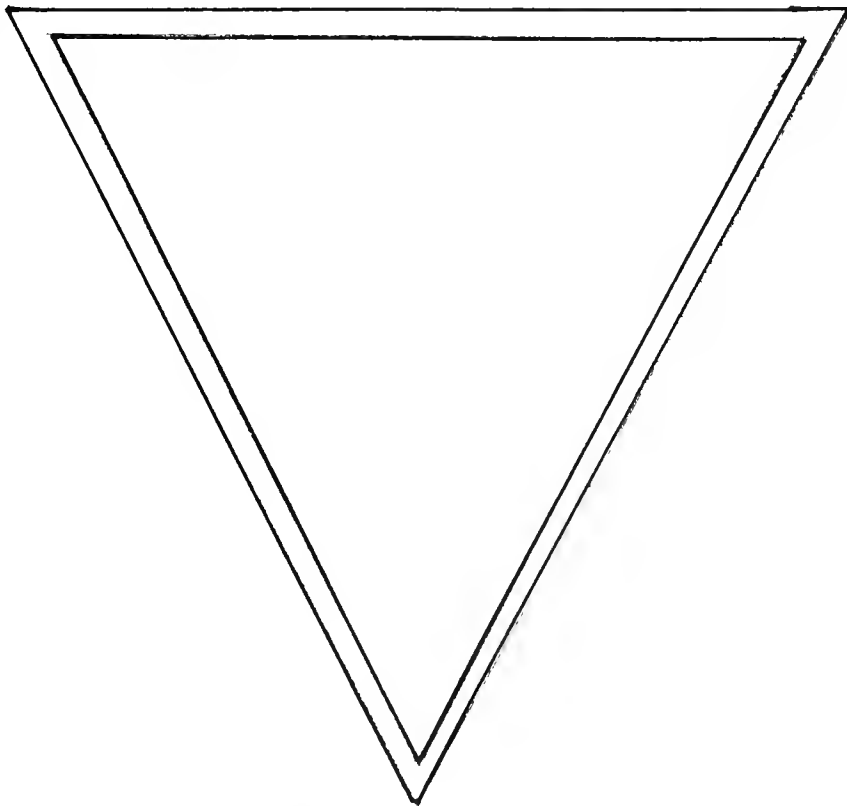
Students evaluate growth towards objectives set up at beginning of unit.

# BULLETIN BOARD IDEAS

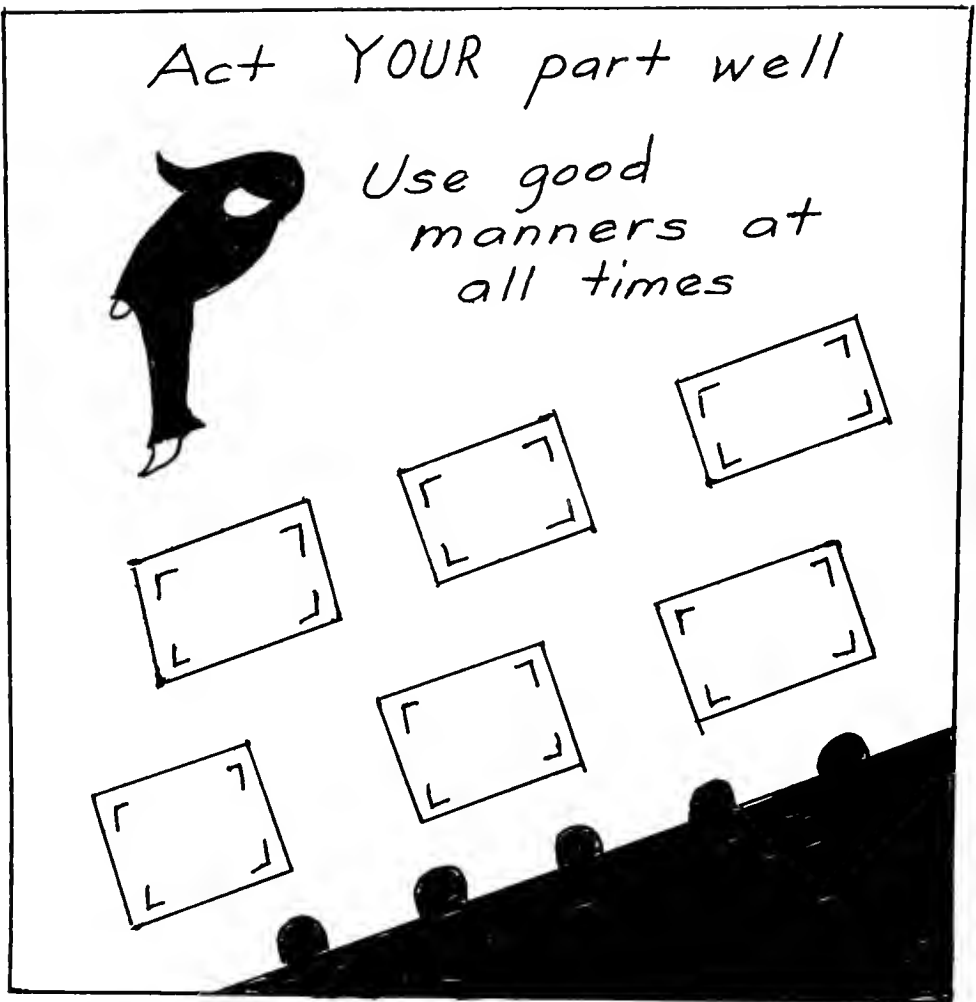
Keep Family Lines of  
Communication Open

Mother  
at  
phone

Father  
at  
phone



Teen-age Daughter  
at phone



- Use six pictures from books or magazines that illustrate good manners and the occasions where good manners should be practiced.
- Use black sketches for the actor and the theater audience.
- Keep it simple.



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How You Grow, Bernice Naugarten, Chicago: Science Research Associates.

Making and Keeping Friends, William Menninger, Chicago: Science Research Associates.

Life With Brothers and Sisters, Chicago: Science Research Associates.

Understanding Yourself, William Menninger, Chicago: Science Research Associates.

Where Are Your Manners?, Barbara Hertz, Chicago: Science Research Associates.

### Films

Date With Your Family - 10 minutes - Instructional Films. Some relationships within a family are described to show how consideration and kindness can help in developing understanding among family members.

Developing Friendships - 10 minutes - Coronet. Shows how one teenager learned to be a friend and to make friends among others of different backgrounds and personalities.

Dining Together - 11 minutes - Instructional Films. Shows the manners and conduct of two boys at a family Thanksgiving dinner at which guests are present. The pleasure in knowing how to behave correctly is emphasized.

Good Table Manners - 11 minutes - Coronet. Good table manners depend primarily upon attitude. Here this important factor is developed by showing that table manners are matters of courtesy, consideration for others and common sense.

Family Life - 11 minutes - Coronet. Explains how the Miller family manages to have the time and money "to have fun." They plan cooperatively their schedules, responsibilities, privileges, and finances in order to gain the happiness a family should have.

Family Teamwork - 17 minutes - Firth Films. Illustrates the teamwork in the Garman family of five who specialize in raising prize milk goats. Bill, about twelve, and teenage Barbara help with the housework and feed and milk the goats. The parents provide for the family's needs and help the children get their goats ready to show at the 4-H exhibit. Ends by showing the group at a pleasant evening meal followed by an evening of recreation centered in the home.

Friendship Begins at Home - 15 minutes - Coronet. This film presents a boy who learns to appreciate his family. It is directed to the adolescent, illustrating the importance of friendship in the home and the fun of doing things with the family group.

Fun of Making Friends - 11 minutes - Coronet. Introduces Joey first as a social outcast because he does not consider the feelings of his classmates. But, eager for personality development, he has a heart to heart talk with his mother and the next day puts into practice new rules of conduct that bring gratifying results.

Making Friends - 11 minutes - Encyclopedia Britannica. Three high school students learn how to work out their problems in making and keeping friends.

Mind Your Manners - 10 minutes - Coronet. Shows a high school boy and his sister discovering the correct ways to act when with friends, at home, at school and on a date.

The Family - 18 minutes - Herbert Kerkow Production. Presents a day in the life of an American family, with its needs, disagreements, and solutions. The grandmother is very much a part of the family and each member has rights and responsibilities. Shows the importance of a feeling of belonging to a family and that problems may be met by cooperation.

You and Your Friends - 7 minutes - Associated Films. A film showing a teenage party. Friendly cooperation is contrasted with self-centered bad manners. The audience is asked to evaluate different types of behavior and is encouraged to select and remember those qualities needed by one to be a friend and to have a friend.

#### Other Films

As Others See You - 35 frames - McGraw-Hill  
How Can I Understand Other People - 41 frames - McGraw-Hill  
Is Your Home Fun - 50 frames - Pilgram  
Making Friends - 32 frames - Jim Handy Organization  
Making Friends Is Easy - 45 frames - McGraw-Hill  
Parents are People Too - 41 frames - McGraw-Hill  
Personal Relationships - 38 frames - McGraw-Hill  
You and Your Family - 32 frames - Jim Handy Organization

#### Suggestions for General Reading (Concerning Family Life)

Alcott, Louisa, Little Women  
 Austen, Jane, Pride and Prejudice, New York: Rinehart  
 Austen, Jane, Sense and Sensibility, New York: Dutton  
 Benson, Sally, Meet Me in St. Louis, New York: Random House  
 Bell, Margaret, Ride Out the Storm  
 Buck, P. S., The Good Earth, New York: Grosset and Dunlap  
 Cronin, A. J., The Green Years, Boston: Little, Brown  
 Daly, Maureen, Seventeenth Summer, New York: Dodd, Mead  
 Davis, Clyde B., The Newcomer, New York: Lippincott  
 Day, Clarence, Life with Father, New York: Knopf

Day, Clarence, Life with Mother, New York: Knopf  
 Durell, Ann, My Heart's in the Highlands, New York: Doubleday  
 Fisher, D. C., The Bent Twig, New York: Holt  
 Forbes, Kathryn, Mama's Bank Account, New York: Harcourt, Brace  
 Fox, Genevieve, Bonnie, Island Girl, Boston: Little, Brown  
 Freedman, Benedict, and Freedman, Nancy, Mrs. Mike, New York: Coward-McCann  
 Gilbreth, F. B., Jr. and Carey, E. G., Cheaper by the Dozen, New York: Crowell  
 Hilton, James, Random Harvest, Boston: Little, Brown  
 Holiday, Philip Harking, Knockout  
 Kesinger, Grace Gelvin, More Than Glamour, Nelson  
 Lewis, Sinclair, Kingsblood Royal, New York: Random House  
 Llewellyn, Richard, How Green Was My Valley, New York: Macmillian  
 Morrow, H. W., Demon Daughter, New York: Morrow  
 Rolvaag, O. E., Giants in the Earth, New York: Harper  
 Saroyan, William, The Human Comedy, New York: Harcourt, Brace  
 Seller, Naomi, Cross My Heart, New York: Doubleday  
 Tarkington, Booth, Alice Adams, New York: Doubleday, Page  
 Tarkington, Booth, Seventeen, New York: Grosett and Dunlap  
 Taylor, Rosemary, Chicken Every Sunday, New York: McGraw-Hill

EXAMPLES OF LESSON PLANS MAKING USE OF THE STRUCTURED SET OF QUESTIONS  
WHICH MAY SERVE AS A GUIDE IN DEVELOPING GENERALIZATIONS WITH STUDENTS

(Please refer to page 246)

EXAMPLE I:

The following lesson plan, developed by Elizabeth Simpson, makes use of minute dramas written by Ann Montgomery Gerteis, formerly research assistant in the Division of Home Economics Education, University of Illinois, and now a full-time homemaker and mother.

EXPLORING VALUES THAT INFLUENCE CHOICES  
IN THE AREA OF HOME FURNISHINGS

Unit: The Home and Its Furnishing

Lesson Plan

Objectives:

1. Understanding of certain values that affect choices in the area of home furnishings.
2. Some understanding of the sources of these values.
3. Increased understanding of and respect for other peoples' values and ways of expressing them.
4. Increased understanding of own values.

Activities and Procedures:

1. Introduction: "Previously we discussed some of the factors to be considered in planning home furnishings. We mentioned the makeup of the family with respect to (1) number in family, (2) ages, (3) sex of family members, (4) interests, and (5) activities. We discussed the income of the family as a factor to be considered. The art principles and their application have also been discussed as considerations in making home furnishing decisions."

"Now, there is another very important consideration that we haven't even mentioned. All of us prize certain things or ideas in life. What we prize enters into our choices in all areas of living--whether we are selecting a dress, or a house, or deciding how to discipline a child."

"Let's look at a typical family situation and see what the mother prizes that will enter into her decisions about home furnishings."

2. Students present Minute Drama I (see page 277)

3. Discussion:

	Discussion guide	Content
(Guide,) pt.1	A. "What did the mother prize?"	sentiment her relationship with her husband
(Guide,) pt.2	B. "These things that we prize are also called our values. Have you known people who held values similar to those of the mother? Tell us about them."	
(Guide,) pt.3	C. "Why do you think that the perfume bottle seemed so important to the mother? Let's speculate about this a little."	Perhaps the husband gave it to her for some special occasion--and, therefore, it has a sentimental attachment for her. The perfume bottle itself is not a value, but it is an expression of a value.
	D. "Let's explore this matter of values in relation to home furnishing a bit more. Suppose we act out some other situations in which values are involved."	

4. Students present Minute Dramas II-VIII (see pages 277-279)

5. Discussion questions for each:

(Guide,) A. "What is the value presented here?" (list on board)  
pt.1

(Guide,) B. "Do people you know hold similar values?"  
pt.2

6. Discuss: "Have we omitted from our minute dramas or discussion any values that influence choices in the area of home furnishings?"

(Guide,) Aesthetics-Beauty  
pt.2 Relationships

7. "Where do these values come from? How do we get to be people who value beauty, or privacy, or comfort so much that our choices are influenced by these things that we prize?"

(Guide,) Our experiences in the family  
pt.3 and elsewhere. Values held by those who are models for us--parents, teachers, peers.

8. "Let's now take a more personal view of values related to the home. Let's suppose that you are out of high school and are going to a strange town to work or to go to school. What do you think that you would look for first of all in a room or apartment for yourself?"

Discuss:

- (Guide,) A. "What values would serve to guide you?"  
 pt.3 B. "How would these values influence your choices?"  
 C. "What are the possible sources of these values?"

Discuss--The same value may have a different degree of importance for another class member. Why? How does this affect decisions made in home furnishings?

9. "Suppose we summarize what we have learned up to this point about values in relation to home furnishings." (Write conclusions on board.)

- (Guide,) A. What we prize (value) in life enters into our choices of  
 pt.4 home furnishings.  
 B. Many people hold the same values, but differences may be found in the relative importance they place on the values and the ways in which they express them.  
 C. People differ with respect to values because they have different backgrounds of experience; have had different people to imitate and with whom to identify; and have different needs and interests.  
 D. We gain increased understanding of other people as we gain an appreciation of what they prize (value).

10. "Now, let us look at what authorities in the area of home furnishings say about this matter of values."

(Guide,) Read Craig and Rush, Homes with Character, p. 3 (for example)  
 pt.5

11. "Do the conclusions that we drew still seem to be sound?" (Discuss)

12. "How may we apply these conclusions to our own lives?" (Discuss each.)

(Guide,)  
 pt. 6

### Means of Evaluation:

Pencil-and-paper test on values that influence choices in area of home furnishings--perhaps, using case situations and having students to identify values held by different persons and discuss the possible influence of these values on choices.

Students' comments regarding their own and others' values and the influence of these on choices in area of home furnishings.



Minute Dramas for the Study of Values in Home Furnishings  
by Ann M. Gerteis

Minute Drama I.

Scene: Mother is in the living room cleaning while the daughter cleans a bedroom.

Daughter: (As she runs into the living room) Mom, let us throw this old perfume bottle away. There isn't a thing in it. It's just a dust collector. I'm tired of cleaning it every week. I could see some purpose in keeping it if it were pretty. But, in my opinion, the shape is awful and it hasn't any purpose!

Mother: I wouldn't begin to let you throw that bottle out. Why, your father gave me perfume in it before we were married. It is quite dear to me. I always thought it was rather beautiful. (With a dreamy look in her eyes) I guess you'll just have to put up with my sentimentality.

(Value: Sentiment)

Minute Drama II.

Scene: Mr. Davis is in the living room resting and reading the paper after a hard day's work.

Wife: Dear, this may be the last evening you will be sitting in that old chair. Remember you said I could get some new furnishings? Well, I picked out a lovely chair down at Toble's for you dear. I'll be glad to get rid of that old one. Now, I'll move the couch here and--

Husband: (Interrupts) What did I hear--get rid of this chair? What is life coming to? A man can't even have a comfortable chair in his own home. We have had this chair for years, dear. I just can't see getting another one when this one is so comfortable.

(Value: Comfort)

Minute Drama III.

Scene: A neighbor is visiting in the kitchen.

Neighbor: Oh, I see you have put the washer and dryer in here. I can't understand why you put them in the kitchen. I always thought a person was supposed to do laundering in the basement.

Sue: I thought about putting them in the basement--but with the baby, I have to wash every other day. It is so much more convenient to have the washer and dryer in the kitchen.

(Value: Convenience)

## Minute Drama IV.

Scene: Mother and daughter are having a discussion in the bedroom of daughter's new home.

Mother: I just can't see spending all that money for decorating this guest bedroom. My gracious, it's pretty, and I'll bet it is comfortable. But, all that expense for a guest room seems a bit foolish to me. Looks like you would have wanted to spend that money on your own room.

Daughter: Jack and I love having company. You can never tell when one of our friends or family is going to drop in. We enjoy having people, so we want to make their stay as happy and comfortable as possible. Just like when you and Dad drop in--we want to make you feel welcome.

(Value: Hospitality)

## Minute Drama V.

Scene: Mrs. Brown is showing her new drapery material to her friend.

Friend: Ruth, I guess I like the fabric. In fact, it is quite nice. The beige color is pretty. It goes with everything. And I understand that it will wear and wear. I read an article in one of the magazines explaining that the fabric will not be hard to clean. But, I still keep thinking of that lovely, lovely piece of silk material I saw downtown at Larson's. It would be just perfect for your room. Oh, the material really had that expensive feel about it! Ruth, I'll bet you could take this material back and get the fabric at Larson's. Why don't you do that? I know you would rather have the silk.

Ruth: Jane, the expensive fabric would be nice. But, I'm very happy with what I bought. I would rather have this manmade fabric at a lower price than the silk. We need to spend the money on something else. I'm just trying to be economical.

(Value: Economy)

## Minute Drama VI.

Scene: Aunt Jane is being shown the house for the first time.

Aunt Jane: Linda and Joan have separate rooms. Looks to me like it would be better if they shared a room. If the girls shared a room, there would be only one room to furnish.

Mrs. Liston: I know it would be easier. However, you must understand that both Joan and Linda like to be alone sometimes. We think this is important. They need the privacy that comes from having their own rooms.

(Value: Privacy)

## Minute Drama VII.

Scene: It is moving day. John is in the den while his wife is upstairs.

John: Margaret, Margaret where did you put my rock collection? Yes, yes my rock collection. I want it in the den. This house won't seem like home without it.

Margaret: John, I think it is in the box in the basement. Yes, in the basement by the washing machine. It has a green cord around it. It is marked "rock collection." I'll be glad for you to get it in the den too. Having your hobbies around us will make this new house seem like home.

(Value: Special Interests)

## Minute Drama VIII.

Scene: Helen and Mary are talking by the stairway of Mary's new home.

Helen: Mary, you know if you would just take down this rail, the appearance of the stairway would be much more pleasing.

Mary: Helen, I think you are right but it would be very unsafe without the rail. I certainly want my home to be safe for my family.

(Value: Safety)

## EXAMPLE II:

## COMMUNICATING NON-VERBALLY

Unit: Relationships at home, at school, and at work.

(Note: This has been taught as a demonstration lesson with junior high school girls as the students. Slides were used to illustrate the various aspects of non-verbal communication. We have had the color slides converted to 2" by 3" photographs. The photographs follow the lesson plan in the sequence in which they were used in the lesson. The quality is somewhat poor since the process used in duplicating the Illinois Teacher results in another conversion--from color to black and white. Nevertheless, we hope that the idea may be conveyed. Perhaps a teacher will wish to prepare her own slides or drawings using her own students as subjects. This lesson plan also makes use of the article "We Speak--In Silence," which appeared in the Illinois Teacher, Vol. IX, No. 4.

Objectives:

1. Increased understanding of ways of communicating with others at home, at school, and at work.
2. Some understanding of the concept of non-verbal communication.
3. Some appreciation of the role of non-verbal communication in human relationships.

## ACTIVITIES AND PROCEDURES

## CONTENT

- 
- |  |   |
|--|---|
| 1. Our topic for this lesson is:<br>Communicating Non-verbally.  |   |
| 2. Perhaps we should first make sure we understand the meaning of the term, communication.   | Communication is the act of exchanging thoughts, opinions, and feelings. It means making common to both parties involved the knowledge or quality conveyed, to impart what is known or felt to another. |
| 3. What are some of the ways in which we communicate with others?  | Talking, writing letters, giving someone something we want her (him) to read; these are the verbal means of communication.  |
| 4. Let us look at some of the ways in which people communicate without words.  |   |
| a. Here we have a young woman who is going to a job interview.   |   |
| Guide    What feelings is she communicating through her posture?   | Slide 1, Dejection, lack of confidence  |
| Ques. 1    Have you noticed people who conveyed certain feelings through the way they stood or walked? Tell us about them.   | Slide 2, Pleasant anticipation, self-confidence   |
| 5. Here is a young lady who is showing how some students sit in class. What does her posture say to you?   | Slide 3, Disinterested or very tired  |
| Here she is again, but this time her posture says to us that she is eager and interested.  | Slide 4, Alert and interested   |
| Ques. 2    Have you noticed that your posture may reflect how you feel in a particular class? Did you notice any examples of posture communicating feelings in your afternoon classes? |   |
| 6. The next three slides show a teacher standing before her class.   | Slide 5, Sense of authority<br>Slide 6, "Closed up," feeling, distance, aloofness   |

Activities and Procedures	Content
<p>Ques. What does she seem to be 1 communicating in each case?</p>	Slide 7, Permissiveness
<p>Ques. We are not in complete agree- 3 ment about what is communicated. Why do you suppose this is true?</p>	We may perceive things differently because of our different experiences, interests, needs, and values.
<p>7. Here are two pictures of a pleasant couple enjoying each Ques. other's company. Then, along 1 comes someone they dislike. What happens?</p>	Slides 8-10, It looks as if the man and woman withdraw and wrap themselves up protectively when the third person joins them.
<p>Ques. Let us suppose that the third 3 person opened the door when she came into the room and let in a blast of cold air. Could we then conclude that the man and woman were necessarily rejecting the woman who joined them?</p>	The context in which communication occurs is a factor in interpreting its meaning.
<p>8. Thus far, we have seen that people may communicate through posture and gestures. This next slide shows how touch may communicate a feeling--perhaps, in this case, reassurance and encouragement.</p>	Slide 11, Encouragement, reassurance
<p>9. Do dress and makeup tell any- Ques. thing about us? 3</p>	Slide 12
<p>Of course, communication is a two-way process. We are communicating something of ourselves through our dress and makeup but in receiving impressions, we are also involved in the communication process. And how we "see" these two young women is a reflection of us. As we said earlier.....</p>	We may perceive things differently because of our different experiences, interests, needs, and values.
<p>10. Another way in which we com- municate is through the use we make of time.</p>	Slide 13

## Activities and Procedures

## Content

- 
- Ques. Can you think of any examples  
2 you have seen of ways in which people communicated through their use of time?
11. The use we make of space also conveys meanings. These two slides show North American conversational distance. We are comfortable talking when people are about as far apart as those in the two pictures.
- But, the South American is uncomfortable at that distance. He wants to get closer.
- Ques. What feelings are conveyed to  
3 the North American when people get very, very close to talk?
12. This last picture shows a charming young teacher with her husband. Through her interested expression and expressions of warm concern she conveys love and support.
13. Let us take a thinking minute. What general conclusions can we draw from our slides, from our personal observations of people communicating non-verbally, and from our discussions this evening?
- Ques. What difference does non-verbal  
4 communication make in our relationships with others?
14. Our textbooks did not have anything on non-verbal communication, so I wrote something on the subject and had it duplicated for
- Slides 14 and 15
- Slide 16
- They are either very fond of each other, or angry with each other!
- Slide 17
- People communicate with each other both verbally and non-verbally.
- We communicate with others by means of posture, gestures, touch, dress and makeup, and use of time and space.
- How we perceive what is communicated is a function of our experiences, needs, interests, and values.
- Context is a factor in interpreting the meaning of what is communicated.
- The way in which we communicate non-verbally affects our relationships with others.

## Activities and Procedures

## Content

you. I did have a source of  
some authority for what I  
wrote: Hall's little book,

Lead. The Silent Language.

to

Ques. Suppose you read this for tomorrow  
5 and we will check our conclusions  
and see whether they still seem  
sound. For tomorrow, also con-  
sider how we might get these  
ideas we have developed here

Lead. into our own living.

to

Ques. What difference will it make  
6 in your relationships with  
your family and friends now  
that you have these understand-  
ings about non-verbal communi-  
cations?

---

MEANS OF EVALUATION: Pencil-and-paper test calling for application of  
generalizations to problem situations.

Informal comments of students regarding their applications of  
understandings about non-verbal communication to personal situations.

---



Slide 1--  
dejection, lack of  
confidence



Slide 2--  
pleasant anticipation,  
self-confidence

(posed by Mildred Griggs)



Slide 3--  
disinterested,  
or very tired



Slide 4--  
alert and interested

(posed by Nancy Carlson)





Slide 5--  
sense of authority



Slide 6--  
"closed up" feeling,  
distance, aloofness



Slide 7--  
Permissiveness

(posed by Ruth Whitmarsh  
Midjaas)



Slides 8-10

They were enjoying each other's company; then they were joined by someone they dislike!

(posed by Alice and Ben Cox and Elizabeth Simpson)



Slide 11--

encouragement and reassurance

(posed by Eva Moore and Mildred Griggs)



Slide 12--  
dress as a factor in  
non-verbal communication

(posed by Alice Brunner  
and Alice Cox)



Slide 13--  
Eva Moore checks her  
watch--use of time is  
a way in which one  
communicates non-verbally



Slide 14--  
comfortable conversational  
distance for the North  
American

(posed by Professor Lloyd  
Phipps and Cindy Turley,  
secretary and student)



Slide 15--  
comfortable conversational  
distance for the North  
American

(posed by Professor Simpson  
and Ruth W. Midjaas)



Slide 16--  
in some cultures, people  
like to get very close  
when they talk

(posed by Professor Phipps  
and Miss Turley)



Slide 17--  
expression of affection  
and support

(posed by Frances and  
Limuel Dokes)

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# ILLINOIS TEACHER OF HOME ECONOMICS

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## CURRICULUM DEVELOPMENT IN HOME ECONOMICS EDUCATION

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FOREWORD TO THE ILLINOIS TEACHER OF HOME ECONOMICS,  
VOLUME IX, NO. 6

In this issue of the Illinois Teacher, consideration is given certain "constants" and social conditions that affect curriculum decisions in home economics. Further consideration will be given socio-economic conditions as a basis for curriculum decisions in an issue of the Illinois Teacher planned as one of the series in Volume X.

Mrs. Glenna Lamkin discusses recent developments with respect to food products in an article that should prove of interest to the teacher of the homemaking and family life aspect of the home economics program or the one who is teaching for wage-earning in food services. Her article is based on a speech presented at a meeting of the Illinois Vocational Homemaking Teachers Association.

The brief article, "Wanted: Teachers for Today's Program," is included with the thought that it might prove of some interest and help to the teacher in interpreting trends in the field, and in recruiting students for home economics education at the college level.

The final article in this issue attempts to summarize some of the basic ideas about modern curriculum development in home economics by contrasting programs of the 40's and the 60's.

The 1966-67 volume of the Illinois Teacher is in the planning stage. This volume is somewhat special as it is the tenth volume of the publication! A special anniversary issue is anticipated for spring. The title of the 1966-67 series is "The Decade Ahead: Opportunities and Expectations." We hope you will be among our subscribers.

--Elizabeth Simpson  
Editor

## CURRICULUM DECISIONS: FURTHER EXPLORATION OF BASES

A first step in developing curriculum plans is to consider the bases on which curriculum decisions in home economics rest in terms of their implications for objectives, learning experiences, teaching aids, and evaluation. These bases include:

- Beliefs about home economics, education, and life in general
- Socio-economic conditions, the impact of these on families, roles of men and women, and the employment situation in home economics-related occupations
- Legislation affecting education, families, and employment which might be considered an aspect of the foregoing consideration but has been of special significance in respect to recent developments in the field.
- Needs of students--general characteristics of students at different levels, individual differences, and developmental tasks
- Local situation--conditions and needs, personnel, facilities
- The content and organization of the subject field
- Developments in education--knowledge about teaching and learning, issues in education in general and in the subject fields.

In this article, some special consideration will be given the first two bases. Promise in terms of the first may be seen in a proposal for research in the philosophical bases for vocational education that has recently been brought to the attention of the Board of Directors of the American Vocational Association. The project should contribute both toward the development of the general area of vocational and technical education and toward its various areas of specialization, including home economics.

But that is in the future. As the teacher plans for the year ahead, she is guided by certain beliefs and values. How she views man, the family, the nature of work and leisure, the source of authority in education, the purposes of education, and the role of the school--all of these considerations serve as bases for her planning. And the clearer she is about her own beliefs the more considered are her judgments about objectives, content, learning experiences, teaching aids, evaluation.

To delve a bit more deeply in this area of beliefs and values, the writer would like to suggest what seems to her to be some of the

constants that one might keep in mind in developing curriculum plans. Even in this rapidly changing world, there are certain beliefs, goals and needs, certain aspects of family life that would appear basic and relatively unchanging.<sup>1</sup>

First, there is our belief in the importance of family life. Such a belief is basic to all that we teach in the areas of homemaking and family living. The family has long been recognized as a basic unit of society. It is the primary preserver of the human values which gives meaning and dignity to life.

We believe in the importance of homes and of family life. We believe that the family is of prime importance in the molding of personality. We believe that the family, which helps develop personal security based on affection and "belongingness," makes a most important contribution to society, even to world peace if you will, for only as one is himself secure can he grant tolerance, understanding, and security to others.

Further, we believe that the family is a dynamic unit with the potential for growth, development, and change. Our homemaking and family living programs are based on this conviction: that family life may be improved through education.

There are certain material aspects of family life, such as clothing, food, and shelter, which have always been with us. At least in the foreseeable future, we may expect to find these constants in some form or other. Our concern for the family must include a concern for what its members eat and wear and for what shelters them from the elements and provides an outlet for their desires to create and express themselves. There have been many changes in the material aspects of family life--even in our own generation. We must take these changes into account as we continue to give attention to nutrition and the preparation of food, the selection and care of clothing, and the selection and furnishing of a home.

The need of people for these material aspects of life is a basis for the development of the wage-earning aspect of the home economics program. We are, for the most part, concerned with the service occupations--those which meet human needs for material well-being. This is not to say that, in preparing students for occupational competency, we are unconcerned with other than the material, but in very large measure, it is skills with material goods to meet material needs that concern us.

Perhaps we could consider as constants the basic human needs--the needs for security, affection, recognition, dependence and independence, new experience, and a satisfying philosophy of life. These needs may be expressed and met in a variety of ways, but they are always there in each human being. As educators, and especially as home economics

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<sup>1</sup>Adapted from "Constants Affecting the Home Economics Program," by Elizabeth J. Simpson, American Vocational Journal (November 1960), p. 14.

educators, we must be concerned with the basic human needs, and how they may be met in the most satisfying and wholesome ways.

Man's need for creative expression might be considered one of the basic human needs. It seemed to me that we might give it special attention as one of the constants affecting the home economics program. Is there a feminine need to create a home and make it a place of beauty and order? I am inclined to think that there are few, if indeed any, women who lack this need, this desire to share in making a home--although, certainly there are many different standards of what is desirable in the home.

The need for creative expression is also, obviously, a factor to take into account in our employment education programs.

Another constant is the character of the home as a collector and synthesizer of material, cultural, and spiritual goods. The home, in a sense collects from our education institutions, from religious institutions, from the economic realm, from our political system, and from our social class system, which, in America according to some of our friends in the Social Sciences, has many of the characteristics of a social institution. Within families, what is collected is interpreted, according to the experiences, needs, interests, and values held by family members. Processes of sorting, accepting, discarding, and synthesizing take place. Ideas brought into the family setting are given meaning in terms of what the family thinks and does, in terms of what its members desire, and in terms of what they plan for the future.

Now, not only is the family so influenced; the family, in turn, exerts an influence! So, one might say that there is a two-way communication between the family and all other social institutions. The family influences and is influenced by.

The interrelationship between homes and families and the other units of our society is an area needing a great deal more study than we have yet given. However, we are making some significant efforts in this direction.

When the home is viewed in these terms, the relationship of the home to the work situation takes on a particular complexion. As does the dual role of homemaker-wage earner assumed by many women.

To live together in human dignity and decency is a goal with which the whole world is much concerned these days. In our culture, the values that are basic to the achievement of this goal constitute important constants which we in the educational fields must always keep in mind as we plan and develop our programs. Among these values are recognition of and respect for the unique worth of each individual, respect for individual rights and freedoms, and acceptance of concomitant responsibilities and democratic processes as ends as well as means to ends.

Keeping the constant factors in mind, let us turn to some of the changes in society and family life that serve as bases for our curriculum



decisions in home economics. It will be impossible to discuss here all of the changes that one might take into account. An attempt will be made to point up some that are of particular importance.

The responsibility of home economics with respect to the accelerated efforts to abolish poverty is a major area of concern. In an article in Adult Leadership for April, 1966, Robert J. Blakely discusses the war on poverty and adult education. He suggested a perspective for trying to understand why the American people, rather suddenly, "declared war on poverty." His major points were: (1) It is right that the American people now undertake to abolish poverty; it would be wrong for us not to do so, (2) The danger of not undertaking to abolish poverty can no longer be ignored. He declared, "Not in the city nor in the nation nor in the world is any human being free to deny that he shares a common nature with his fellow human beings. He is free only to choose between ways of acknowledgement: whether in mutual fear and destructiveness or in mutual hope and cooperation."<sup>1</sup> (3) The American people need, and will need, to use all their resources to the utmost, and poverty is a waster of human and other resources. Under this point, Mr. Blakely discussed the myth of abundance. He says that abundance is a myth because human needs and wants are illimitable. One paragraph seems especially significant for home economics education:

Abundance is a myth. The main reason automation has not resulted, and may not result, in mass unemployment in the American society seems to be that the long-range shift in employment from goods to services is continuing. There is no limit to the number of services human beings are capable of consuming; there is no limit either to the number of services that only human beings can provide or to the amount of time needed to provide them.<sup>2</sup>

Our responsibilities in relation to the war on poverty seem fairly obvious. We have had conferences, reports, and articles on this subject in some abundance. The writer's own observations lead her to the conclusion that there are two major problems that have prevented educators from being more effective in this area. One is the lack of clarity with respect to objectives and methodologies and second, the lack of sufficient understanding of those served by the programs. In relation to the latter, a reference that seems particularly helpful is Jack Weller's Yesterday's People.<sup>3</sup> It is readable, fascinating fare about life in contemporary Appalachia. But, his point of view and many of his generalizations would seem to have some application to work with most of those in poverty circumstances.

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<sup>1</sup>Blakely, Robert J., "The Thistle," Adult Leadership, Vol. 14, No. 10, April, 1966, pp. 322-324.

<sup>2</sup>Ibid., p. 323.

<sup>3</sup>Weller, Jack, Yesterday's People, University of Kentucky Press, 1965, 163 pp.

The changing roles of women have important implications for home economics. The fact that many women carry the dual role of homemaker and wage-earner has implications for all three aspects of the home economics program: the homemaking and family life, the employment, and the preprofessional. Let's look at some of the facts: (1) In 1964, 26 million American women were in the labor force. This is 36 percent of all women 14 years and over and that is 34.7 percent of all workers. (2) Women who reached adulthood about the turn of the century participated in paid employment on the average for 11 years during their lives; today's school girls are likely to spend 25 years or more at a job outside the home over their lifetime. (3) About two out of every five mothers whose children are of school age are now in the labor force. (4) The most striking increase in employment has been among married and older women.

These facts suggest need for preparing women for the dual role with preparation for employment and for meeting her homemaking challenges. An emphasis on management and relationships, including child care and guidance would appear to be imperatives.

With changes in roles and role expectations, many women are experiencing problems of personal identity. Perhaps, concomitantly, men have some similar problems. Home economics has a responsibility here--especially as regards the roles of women. A major emphasis in two textbooks currently being prepared for high school home economics classes will be the roles of girls and women, the influences of these roles, cultural and subcultural variations, and related value considerations. A junior high school teacher of the writer's acquaintance has for two years taught a five-week unit on changing roles of women to her ninth-grade students. Current magazine articles on roles of women and interviews with mature women who might provide suitable models for the girls have been utilized in working toward the major objective of increased understanding by the girl of her present and future roles.

We read a great deal about changing standards of sexual morality. The extent to which they have or have not changed may be debatable. Certainly, young people face a great deal of confusion in this area. What is the role of the home economics teacher with respect to this situation? After considerable soul-searching and reading on the matter, the writer would like to suggest the following:

- First, the avoidance of preaching in terms of social conventions and moral precepts
- Second, the avoidance of simply presenting cold, social statistics with no guidance
- Rather, dealing with the matter in terms of the value bases for behavior: religion, health, status, conformity, nonconformity, etc., moving to responsibility as an ultimate value basis for moral action in the area of sexual relationships.

The lengthening life span and the high proportion of older people suggest need for helping students develop increased understanding and

acceptance of the aging process, helping them to better understand aging members of the family and aging friends and neighbors, and their developmental tasks and needs, and helping them develop appreciation for the social and economic usefulness of aging members of the family. Older people may be used as resource persons so students may widen their acquaintance with members of this age group.

Developments in the mass media of communication have had a terrific impact on us as a nation. Doubtless there have been many effects on family life. We get our news early; we are more aware of the world than were our grandparents. We turn a knob and loosen a stream of visitors in our living room. For provocative reading concerning media, I should like to recommend Marshall McLuhan's "Understanding Media: The Extensions of Man."

There is one aspect of this field that has particular interest for the home economist and that is the image of the family as portrayed in the mass media.<sup>1</sup>

First of all, there are many evidences that ours is youth culture. For example, the age of the heroes and heroines on TV is much less than that of the villains. Average age of a TV heroine is 29; the average of the female villain is 42. A similar difference is found with respect to males. Another evidence that ours is a youth culture might be found in the Li'l Abner comic strip. Through the years, Li'l Abner has become larger and larger in proportion to Mammy and Pappy Yokum.

In our culture, the mother is often seen as a conscience figure; in the mass media, she represents discipline, punishment, conscience, socialization--and society! Because of this, she is frequently portrayed as a source of trouble and disturbances. If the disturbances are to be eliminated, the mother must be eliminated. Think of the many movies and TV programs without a mother: My Three Sons, The Andy Griffith Show to name two.

Studies have been made of the family relationships in American comic strips. The power structure tends to be, from top to bottom, children, mother, and father, who is low man on the totem pole. Examples might be found in Maggie and Jiggs and Little Iodine. A similar situation may be observed in some of the children-dominated TV families.

Fathers, in these images, want to be left alone but cannot because of the wife's demands. Think of the many times Dagwood has to escape from Blondie and the lawnmower.

Unmarried males in the comic strips tend to be taller than their female partners. After marriage, they tend to shrink.

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<sup>1</sup>Most of the research findings given on the image of the family in the mass media have been reported by Professor George Gerbner in his numerous articles and in his graduate classes at the U. of Illinois. Professor Gerbner, formerly in the School of Journalism, University of Illinois, is presently Dean of the College of Journalism, University of Pennsylvania.

The hero in the TV program or movie is often depicted as one who does not reciprocate love--for example, our cowboy and detective heroes like Matt Dillon and Secret Agent. They apparently developed by spontaneous generation; no family of origin is ever mentioned. For these heroes, love, while a universally recognized goal, is a danger because it leads to marriage--a situation in which men lose their strength. This hero is lonely and isolated; he has strength, but little tenderness. If there is a family, it usually consists of a child or an in-law. The family is a "made" family, not the one the hero was born into. Or there may be a social family like Matt and Festus. I think by no stretch of the imagination may Miss Kitty be considered a mother-figure.

In one study of the movies, it was found that, if a heroine was the main character, fathers appeared twice as often as if a hero was the main character. Conflict between a young man and an older man is a rather familiar movie theme.

American movies reflect tendencies to put the parental family in the background as "finished business."

The family image in the romance, confession magazines is a matter for some concern. There are about 40 titles among these magazines, and the circulation is 16,000,000. They have a working-class readership. The small towns and the South and Midwest provide proportionately more readers than other parts of the country.

The confession reader is not looking for escape--but for verification that life is troubled. The formula is a "simple, trustful human faced with the hostilities of the world in a family context." The heroines are usually young, 58 percent in their early twenties. Villainess roles are filled by older women--mothers, step-mothers, mothers-in-law. There is a great deal of hard-boiled realism in the stories.

Family counseling is a kind of goal that women seem to have in mind when they read confession magazines. They hope to find answers in the actions of the story characters.

The stories are characterized by references to strong sex urges. Sex becomes overpowering and a source of fear.

This is part of the image of family life to which many of our students are exposed in our time. A recent issue of the Illinois Teacher carried a report on the teen-age heroine on TV. Analyzed were the three daughters in Petticoat Junction, Doris in the Hank show, Patty Duke, and Gidget.

May I suggest that you make your own study of the image of family life to which your students are being exposed. You may be pleasantly surprised in some instances. But, you will also be appalled. You will soon realize that, considering some of the pictures of family life to which they are exposed, teen-agers need a good image of family life to help them develop wholesome ideals of it. You will also realize the pressing need for helping our students become more discriminating in

respect to choices of what they read, hear, and see. And, for assuming responsibility for letting producers know what you like and approve.

The increasingly skillful use of propaganda is a social change with implications for curriculum improvement. We might find many examples of this. Perhaps the kind of propaganda of which we in home economics are most aware is seen in the advertisements that appear in magazines and on television. "Knows every scene-stealing way to make you the center of the stage" is the seductive whisper of a foundation garment ad. "Why wait for tonight? Aren't you a woman all day?" queries a perfume ad. "Are you the kind of woman who flies her own plane, wears a feather boa to a party?" Believe it or not, if you are, you are also the woman who uses Blank 'n' Blank's spaghetti sauce! A study of the emotional appeals used in the ads is an eye-opener for high school pupils and for adults.

The increasing impact of federal legislation on the family, on the work situation, and on education must be taken into account as we plan the content of our home economics programs.

Other social conditions to be considered in curriculum planning include:

- The explosive population growth
- Emergence of new nations and groups
- The presence of a distinct teen culture
- Increased leisure for those in some occupational categories
- Increasing school population
- Expanding knowledge in all areas
- Technological advances
- Space explorations
- Shrinking world
- Necessity for continuing education as a way of life
- Increase in buying and consumption on the part of teen-agers
- Continuing tensions among nations

Family considerations other than those mentioned include:

- Shift in relative importance of family functions
- Interchanging roles of family members
- Variety in family patterns

- Early marriages
- Increased importance of the family as consuming rather than producing unit
- Employed mothers
- Commuting workers
- Mobility of individuals and families
- Shifts in jobs

These and other social and family conditions serve as important bases for curriculum decisions in home economics. And, no matter how you look at the picture, the implications for program emphases are clear: Increased emphasis in the areas of management, human development, and relationships in the homemaking aspect of the program. The major skill emphasis belongs in the wage-earning aspect.

## TRENDS AND PROSPECTS IN FOOD BUYING<sup>1</sup>

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For educators the challenge of change in modern living is ever present. In all subject matter areas home economics teachers are urged to abandon the old and adopt the new. Nowhere is this more true than in the field of foods or, more specifically, food buying.

To be able to understand today's food picture, some knowledge of the food industry and its various parts is required. Collectively, the food industry is made up of that vast network of activities that (1) produces, (2) processes, (3) transports, and (4) distributes foods for more than 195 million people in the United States, to say nothing of numerous others all over the world who in one way or another share our bounty. The industry--sometimes called "the lifeline of America"--is the sum total of the functions of agriculture, scientific research, processing technology, transportation, and distribution which results in an orderly flow of food from farm to consumer. It is one of the largest industries with approximately one-fourth of the labor force involved in one way or another. The capital investment representing the industry is tremendous. Just the money value of food consumed in 1965 came to 86 billion dollars. Retail food store sales alone amounted to 57 billion dollars. Another way to express the scope of the food business in the United States is to say that four million dollars is rung up on cash registers of food stores every 20 minutes. These transactions, at least in supermarkets, involve some 620,000 shoppers and represent about 5.3 million separate buying decisions. With so much involved, it seems essential that sound, up-to-date food buying information should be an integral part of home economics programs at all educational levels.

Speed and efficiency characterize this lifeline which handles the food supply. The food business is highly competitive. Profits are relatively small on a percentage basis and come largely from volume sales. Small wonder that there have been mergers, as well as diversification by food companies. Undoubtedly there will be more.

Most consumers are familiar with the food industry at the end of this lifeline which is the retail food store. From this institution, which is now being copied all over the world, they have come to expect much in the way of (1) high quality products, (2) a wide variety of

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<sup>1</sup>A presentation given at the Illinois Vocational Homemaking Teachers Association Convention, March 11, 1966, Chicago, Illinois.

foods of many types and forms, and (3) adequate and attractive packaging. Within these concepts of food buying, there are definite trends and prospects and many new and interesting developments.

### Improved Quality

Improvement in quality of foods is the objective of many people in the food industry. Much research is carried on and research and development departments are important in any large food organization. For quality improvement alone, it is estimated that the food industry will spend more than 100 million dollars this year. Government agencies, both federal and state, also make outstanding contributions in basic and applied food research.

Fruits and vegetables in all forms--fresh, frozen, and canned--are superior today to what they were even 10 years ago due to new varieties and changes in handling and processing. New varieties are developed for a number of reasons which may have far-reaching results. Because of some basic research on corn at the University of Illinois, sweeter sweet corn may be available in the future. Work in plant genetics is involved. A particular gene, which retards sugar conversion to starch, was the object of investigation. The change from sugar to starch occurs soon after harvesting and partly accounts for the lower quality of corn sometimes found on the retail market. Because of negative production qualities, Supersweet (which this newly developed variety of sweet corn was named) is not yet available commercially, but if and when these problems are solved, consumers should enjoy better sweet corn.

In an age of automation, its application to the harvesting of fruits and vegetables would be expected, and varieties which can withstand machine handling need to be produced. A number of harvesting machines are already in use and more are on the way, their development being spurred by labor shortages and costs. A lettuce harvesting machine is in limited use, and there is one that cuts cabbage. Mechanical fruit pickers are needed and present models seem to show practical results. A tomato picking machine requires a variety with qualities of firmness, uniformity of size, maturity and ripeness, because vines are destroyed in harvesting. Such a tomato elongated in shape is in the development stage. Frozen tomato slices successfully produced and test marketed last year were at least partially the result of a new variety with fewer seeds and more meaty texture.

Fresh fruits and vegetables are more readily available and of better quality because of constant research on handling methods. Quick cooling after harvesting is routine procedure. Some produce is hydro-cooled as melons and sweet corn, some by air blast chilling, and some by vacuum cooling. The exact method depends upon the product. Lettuce is vacuum cooled by the carload. Cars loaded with lettuce packed cartons are chilled to 35° F. in 30 minutes time, and then at mechanically controlled refrigeration temperatures are sent by rapid freight hundreds of miles to their destinations. Temperature and degree of humidity are



quite specific for different products, both in stationary and transit storage. Green peppers and tomatoes can be chill damaged if the temperature is too low as can pineapple and bananas. Since time between harvest and consumer use is important, especially where a high degree of perishability exists as with strawberries, more and more produce is being flown to market. Figures showed considerable increase for use of air freight in recent years.

Regulating the metabolism of fruits and vegetables through control of the contact atmosphere in storage and transport is an interesting development in quality maintenance. Oxygen is reduced or replaced by carbon dioxide or nitrogen and thus both respiration and enzyme activity are slowed down. Action of decay organisms is inhibited since they, too, require an oxygen supply. A recent popular article described the process as one that puts tomatoes to sleep and causes cabbages to hold their breath. This procedure is already in extensive use for fruit storage, especially apples and pears, and it seems to have potential for adaptation to a number of other fruits and vegetables. Both oxygen and carbon dioxide concentrations are important in the process, together with careful control of temperatures and relative humidity. A west coast corporation already has made considerable investment in controlled atmosphere truck and rail car equipment for long distance produce shipments. If cost is not prohibitive, many problems may be solved by utilization of this process in transportation.

The application of cryogenic freezing which employs liquid nitrogen with a minus 320° F. temperature as a freezing medium should make possible new and improved frozen foods. Such a low temperature means almost instant freezing resulting in extremely small ice crystals. Whole frozen strawberries that do not collapse upon thawing may be possible, and better melon balls and sea food. The tomato slices already mentioned were frozen by this process. Avocado paste and slices may be test marketed soon. Freezing baked products by this technique has many advantages. Better flavor, texture, and appearance result from the small ice crystal formation, and staling is retarded because of the rapid rate of freezing. So far it is a relatively expensive process, but its use with foods where texture and flavor are adversely affected by freezing should result in superior products.

Frozen food quality as a whole is much improved today as the result of the industry's efforts to standardize handling procedures throughout the marketing process. A quality control program involving much research, time, and effort has had tangible results. Partially thawed or refrozen products are the exception rather than the rule now that 0° F. temperatures are largely maintained by all concerned. Perhaps the responsibility of home economists is to teach quality control at the consumer level.

Improved quality in canned foods seems to center around development of methods which allow rapid heat sterilization. High temperature, short time (HTST) processing is probably behind many new and improved flavor claims for canned foods today. Actually this technique is not new, but it has yet to reach its potential in application. Cream style corn is

a better product for this method of handling. Aseptic canning is another interesting development with future possibilities. Sterilization of the food occurs outside the container with subsequent aseptic filling in previously sterilized cans or jars. Faster heat transfer with less damage to the food results. Limited use is being made of this technique for some dairy products. It is also being used for some canned entrees or main dishes which are appearing in greater variety.

Research instigated by the National Canners Association this year will include a complete study of botulism. At one time this problem from the commercial canners' standpoint was thought to be solved. Recognition of different types of organisms with greater resistance to destruction has warranted further investigation.

Since uniformity is a desirable quality factor of most foods, the time will come when this attribute will be present in meat as it is in poultry. The poultry supply today represents an outstanding example of revolutionary changes in an industry which have taken place in both production and marketing. The results are high quality birds at reasonable prices which consumers buy in ever increasing numbers. Well-fleshed, tender-meated broiler fryers raised in about eight weeks time are available at all seasons of the year. A description of the modern turkey would be comparable. Recommendations for cooking methods have been modified accordingly. Research conducted in a number of laboratories indicates a shorter roasting time for turkeys, and fried chicken no longer requires covering and hence little steaming to make it tender. Loss of flavor and dryness result from prolonged cooking regardless of method. Recipes need careful checking to see that they are up to date.

Quality in meat and how to attain it is the subject of much investigation. Progress has been made but much more remains to be done. The natural constituents of meat are being studied in the hope of explaining tenderness, flavor, juiciness, and other palatability factors. Incidentally, tenderness is not just a simple entity based upon amount of connective tissue and marbling but a complex quality factor and the object of research in many laboratories. Heredity is involved as well as animal management, tissue composition, condition of slaughter and aging.

Enzyme tenderization of meat is not new, but the pre-slaughter process deserves mention. An enzyme, papain, or another proteolytic enzyme is injected into the animal just before killing and by circulating through the blood stream raises the general tenderness level of all cuts. Meat so treated is sold under the patented name of Pro-Ten beef. Cattle which yield Prime or Choice grade carcasses would, of course, not be subjected to this treatment. Another meat tenderizing process utilizes sheets of enzyme impregnated paper which are layered between steaks where it seems to have greatest use. A patented product designed for use by meat handlers rather than consumers, it may have advantages over the dipping, spraying, or salting methods.

Changes in methods of producing meat animals as the result of research are already showing results. Less fat covering and larger muscles which give more edible meat are being recognized in official beef grading with a carcass yield number. It is proposed, for example,

that a Choice grade carcass have a number from 1 to 5 indicating yield of edible meat--with price adjustments being made accordingly. Consumers for some time have been demanding more lean and less fat in meat cuts of all kinds. If excess fat has been a factor in lowered pork consumption, the swine industry has made progress in changing this characteristic. Leaner pork chops are now available, and both flavor and high thiamine content make them desirable dietary choices.

New methods of cutting meat may bring about uniformity in merchandising sometime in the future. Prefabrication of meat cuts was mentioned in several publications. The term refers to special cutting procedures in which carcasses are processed on the basis of muscle tenderness and sold by the cooking method as oven roasts, pot roasts, grill steaks, and swiss steak. The cuts are boned, trimmed, and standardized in form as to be almost indistinguishable in appearance. The Armed Forces, as well as many restaurants and institutions, are presently using these prefabricated cuts, usually sold frozen. So far the retail consumer has shown little interest in purchasing frozen meat in spite of efforts to promote it. To the meat packer or processor there would be advantages. It is a definite prospect for the future, especially for the generation who now buys many other foods in frozen form.

As would be expected, experimental work in meat cookery has been an important part of meat research. It has been so extensive that only a few highlights can be mentioned which have immediate application in teaching. Pork no longer needs to be roasted to 185° F. to be safe for consumption. Cooking to an internal temperature of 170° F. is adequate, since it is still above the thermal death point of trichinae if they should be present. Desirable qualities of flavor and juiciness are retained and less shrinkage occurs at this end point temperature. Also, pork chops now can be satisfactorily broiled, and cooking time should be shortened when the braising method is used.

The report of a study of very low-temperature, long-time roasting for family size less tender beef cuts was an interesting application of earlier work on institutional roasting of large, less tender cuts. Utilizing modern range features, this method may prove to have practical value. Both pork and lamb cookery have been investigated in the foods research laboratory of the University of Illinois Home Economics Department. Results when reported will give additional information regarding preparation temperatures, constituents, and nutrients.

#### New Foods--Forms and Kinds

New foods in form, kind, flavor, or package are an inherent part of today's shopping pattern. Consumers expect a wide variety of foods when they buy. In spite of the some 8,000 items now commonly found in a large supermarket (not all of them foods of course), the future possibilities seem almost unlimited. A newspaper columnist wrote recently that the world was just as happy when ice cream came in only three flavors--vanilla, chocolate, and strawberry--but that day is gone forever! There is a multiplicity of choices that is almost bewildering.

It must be especially so to the inexperienced young wife with limited income and few preparation skills.

Many food items now taken for granted were virtually unknown ten years ago. An article on new food products in a current technical publication states that two-thirds of the products people will be buying 20 years hence are yet to be developed. It goes on to say that new products are interesting and exciting and, according to management, they are a legitimate demand upon industry's time and talent. Perhaps only one out of every ten proposed new foods ever reached retail distribution. Since this is an age of obsolescence, some of them that do may not survive, or they end up being relatively unimportant. Shelf space is expensive, and products compete with each other.

New products are developed for a number of reasons: (1) to expand an industry; (2) to increase consumption through new uses; (3) to add some quality that will have consumer appeal with the convenience factor the most prominent at present and lower calorie content a close second. Also, new products may result from technological developments of which freeze dried and other instant foods are examples. Formulated foods are beginning to appear, and research is in progress on preparing foods from what has heretofore been considered non-food materials.

Frozen vegetables in sauces were developed, at least in part, to stimulate sales. One company with wide distribution put 12 new kinds on the market this year. Cheese, cream, and mushroom sauced vegetables are now available in addition to those in butter sauce. This same company has a sectioned carton for 16 individual broccoli servings for the institutional trade that is new. Frozen chopped onions and green peppers, as well as chives and a mixture of soup vegetables, represent the added convenience factor. Frozen mashed potatoes in immersible bags have been produced. While dry sauce mixes of almost every conceivable kind seem to dominate the market, it would be surprising if frozen ones in heat resistant bags did not make their appearance in the future. Perhaps the time will come when a homemade sauce will be as rare as a cake made from basic ingredients today.

A decrease in sweet potato consumption stimulated their appearance in new forms, candied and puree, both frozen and canned. Dehydrated sweet potatoes, which have not yet found a high degree of consumer acceptance, had to come. Since white potato sales were reversed by the many processed forms on the market, mashed sweet potatoes may yet become popular.

Fruit continues to appear other than "au natural," but total consumption of all forms per capita has decreased in the last ten years. Frozen concentrated apple juice, along with many other kinds, is not a new product. Peach juice is in the experimental stage. Instant fruit crystals or powders of several kinds which quickly reconstitute to juices are available, as is instant applesauce. The freeze dried fruit and cereal combinations make practical use of a technological development. Some innovations in frozen fruits seem also to be in the making, as their sales, too, need to be stimulated. A frozen apple salad has been announced, and a quick thawing frozen continental fruit dessert.

Certain processed and prepared poultry products have reached various stages of distribution. Uncooked boneless, frozen turkey roast is a familiar item. There is chicken loaf, which is a frozen cooked roll to be sliced somewhat like salami, and chicken franks. However, the industry seems to have little need for this type of expansion with the continued increase in consumption of poultry as such. The chicken large enough for stuffing and roasting is again available in limited quantity, but costs to the producer are too high to bring a bird up to five pounds in weight to compete with the smaller broiler-fryer. The term Bro-Hen is a proposed name for a stewing chicken which, too, is marketed in limited quantity.

Concerned because per capita egg consumption has been decreasing, this industry has for some time been interested in new forms. Imagine being able to buy rolls of hard cooked eggs in plastic casings to be sliced as needed. Such has been proposed! Other processed egg products have had only mild degrees of acceptance. Although frozen French toast was on the market for several years, the frozen fried egg in a foil package to be heated in a toaster did not win consumer support. Neither have eggs broken out of the shell and sold in bottles or those frozen in individual units. The idea of the foil-packaged egg has been applied to servings of precooked bacon by one company. If not eggs, then a toast and bacon breakfast could be available in a minute. The instant omelet on the market a few years ago has barely survived except for special uses such as campers' meals.

The trend toward more and more prepared foods products can be expected to continue. The National Association of Frozen Food Packers report some 300 different frozen items to say nothing of the great numbers that are canned and dehydrated. New complete meal combinations keep appearing as well as entrees and gourmet specialties. So far the frozen breakfast or the one in powdered form has had limited acceptance. Breakfast is a less important meal today, nutrition teaching to the contrary. However, it is well to remember that overenthusiasm for a concept may lead to short life and dissatisfied consumers unless products have quality as a requisite. Convenience is not the only attribute by which a food should be judged.

A concern for low standards of food acceptance should be felt by all home economists. The younger generation today knows less and less about food except perhaps in terms of quantity. They are greatly in need of information regarding costs, flavor differences, nutritive quality, and the many other aspects of buying that will make them discriminating consumers. Otherwise a prediction of the board chairman of a large food manufacturer may come true when he said that in 25 years time the kitchen will be as outmoded as the sewing room of the past except as a "hobby shop." He believed that the food industry should make "convenience" its primary aim and sell consumers on the idea that kitchen tasks are a drudgery. Studies on the cost of convenience foods tend to be somewhat confusing, at least in interpreting conclusions. One that was especially disturbing indicated that costs were not higher than those foods without the added convenience factor. Compared to their homemade counterparts, 158 of the convenience foods studied were higher in cost, but 42 others were sufficiently less expensive to bring down the cost of all items so the average figure was actually lower.

To help consumers with their weight control problems, there will be further growth in the low calorie foods market. The need does exist. It has been estimated that 50% of the population over 20 years of age is 10% overweight, to say nothing of the many roly-poly children and overweight teens with their fad diets. Sales of low calorie carbonated beverages have been phenomenal. Some 250 million cases were sold in 1965 with sugarless dry beverage mixes also popular. Producing foods with low calorie content is not merely the omission of sugar or fat. The food industry has many problems in attempting to make products that are as acceptable as their higher calorie counterparts. Salted peanuts with most of the oil pressed out, as well as low-fat Cheddar cheese, have been produced and may appear on the consumer market. Measured calorie meals, both frozen and canned, make their appearance every now and then and many more items are in special diet sections. It would seem though that modification of regular food might accomplish a great deal in this respect. The question could well be asked as to why prepared gelatin desserts and puddings should be so excessively sweet along with canned and frozen fruit. Ripe pineapple canned in natural juice without sugar is an example of what might be done with other fruits. It is an excellent product now found only on the special diet shelf. Sugar coating of so many cereals should be deplored by home economists as well as mothers of young children. Cereals have an important place in the diets of preschool children, and it seems unnecessary that the eating pattern for sweet foods should be fostered in early childhood.

Unusual sizes and shapes as well as flavors and even colors of many cereal products are other trends to be mentioned. Some of them are even amusing, but again one might question the reason. For snacks there are bugles, whistles, and daisies, and crackers in gold fish shape! The increasing cost of all cereal products may well be an important factor in the family food budget.

Bacon flavored peanut butter which does not contain bacon at all brings up what might be called synthetic and compounded foods. Just as synthetic or man-made textiles are now common so perhaps sometime may be their counterparts in foods. Wood, coal, natural gas, and petroleum could provide the basic materials as they have for textiles and imitation flavorings. Foods compounded from a number of ingredients are even now available; there is a frozen substitute for orange juice concentrate, for example. The particles in the peanut butter are vegetable protein, bacon flavored. Several meat-like products made from spun protein fibers of plant origin are in limited production. There are meatless sausages and loaves of several kinds and a ham shaped product with flavorings added accordingly. In fact, many food constituents can be modified to have qualities other than those basic to them. The milkless milk reported in a recent news release could be an important formulated product to the person who has a milk allergy.

### Packaging Developments

Developments in packaging have been equally as startling as changes in foods themselves. Since the United States is the only country in the

world where the food supply is almost completely packaged, this fact may explain almost indifference to sanitary handling practices. Sanitation is simply taken for granted. The role of packaging in the foods business is a tremendous one. It is estimated that cost of packaging materials accounts for perhaps one-third of total food processing costs. Today the consumer expects to buy food in a package which maintains quality, prolongs shelf life, gives sales appeal, and is attractive and convenient in design. A spokesman for the industry says the packaging problem today is really how fast and easily can the consumer unpackage a food product. Packages are designed to zip, flip, pop, peel, and tear open to save time and add convenience. The can opener may sometime become a thing of the past! Peel-easy tops for soft drink cans are familiar. Other cans no longer have keys. A pull strip opening can for coffee should appear soon.

There will be more and more foods taken out of what might be called their traditional packages. Flexible bags will find greater use perhaps for frozen juices and soups. Milk progressed from glass bottles to wax and plastic coated cartons and the next step may be a molded, rigid plastic container. A flexible plastic bag which fits into a refrigerator frame with a dispensing spigot is now available for milk and other drinks. Flexible plastic bags for brown and powdered sugar are in common use. Rigid plastic containers have had greater use for non-foods, but if problems of thermal resistance can be solved they may take their place along with metal cans. Aerosol type containers have been slow in appearing except for whipped toppings. A new gas propellant has been approved for food use which may open up this kind of packaging for future growth. Salad dressing and other seasonings that can be sprayed may be available in time. Squeeze tubes for food have been more popular in Europe than here. An imaginative adaptation has been suggested. An aluminum squeeze tube containing baby food could have a hollow handled plastic spoon screwed in the end. It would serve as the ideal feeding device with no fuss or muss and would be disposable. A bottle with a roll-on top for dispensing garlic oil also showed imagination. In the tin can field, aluminum competes with steel for its share of use. There has been widespread use of aluminum containers for frozen beverage concentrates, their advantage being less weight and thus lower shipping costs. Heat processed foods in aluminum cans have presented problems which, in time, may be solved. Aluminum cans do seem ideal for packaging dried foods which are highly oxygen and moisture sensitive. Packages and containers of a combination of materials are much in the picture, some of which have wide use for refrigerated biscuits and breads and frozen citrus concentrates. Edible coatings or those that dissolve in the cooking water are possibilities, i.e., a dehydrated soup package that is dropped in boiling water without opening. Foil made of steel rather than aluminum may sometime reach the consumer market, since it is now being used by the food industry.

The effect of technological developments upon the food supply could be discussed at much greater length. Research is continuing to improve products of all kinds. Freeze drying has just been mentioned and dehydrofrozen products not at all. Freeze dried coffee should be available soon. It gives promise of a brew really "as good as fresh perked." Microwave heating has great potential for food processing even though

its use in household cooking has been limited up to the present. Irradiation of foods as a means of preservation is still more or less in the experimental stage even after many years of research. Practical use will undoubtedly come in the future. The work being done on food flavors opens up another area of investigation as to why foods taste and smell as they do. Flavor enhancers or adjuncts are added to commercially prepared foods for improved taste quality as a result of the findings.

The literature on such a broad subject is voluminous, and any review must from necessity be brief and selective. Foods of the future will reflect goals of the food industry which strive to give the consumer a food supply of high quality with many choices, in sanitary, attractive, easy to use packages, together with convenience factors perhaps only in dreams today.

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## NEEDED: HOME ECONOMICS TEACHERS FOR TODAY'S PROGRAM

She can bake a cherry pie, Billy Boy? Or, sit on a cushion and sew a fine seam? Then, someone is likely to suggest that she would make a good home economics teacher. Actually, her culinary and needle talents may have little relevance for the task of teaching home economics in a program geared to the realities of today's family life and the roles of the modern American woman.

The present-day program is a far cry from the sewing-cooking centered curriculum of the past. More emphasis is given to the management and relationship areas of home economics, less to household skills. Concomitantly, there is increased attention to the cognitive aspects of preparation for homemaking and less to the manipulative.

There is a definite trend toward more structuring and organization of the subject matter of home economics, particularly of the basic concepts and broad generalizations of the field. A national curriculum project in home economics aimed at identifying the broad concepts in the various subject areas of home economics. Similar projects have been carried on at secondary and college and university levels. Related to this trend are: increased rigor in home economics and increased emphasis on development of the ability to think in home economics classes.

Home economics is giving increased attention to individual differences in ability. In a number of places special courses for fast learners or college bound and sections for slow learners have been organized.

One of the developments creating most interest among home economics educators across the nation is the increasing attention to preparation for employment as well as homemaking in home economics programs at the secondary level. Recent federal legislation gives support to this trend. Other factors that provide basis for this development include:

- the employment of large numbers of women outside the home and the likelihood that this situation will continue
- the sharply dropping proportion of jobs for unskilled workers
- the high proportion of unmotivated young people who drop out of school
- the increase in service occupations, many of them directly or indirectly related to home economics

Secondary school home economics in the foreseeable future will serve three major purposes. It will prepare students for homemaking

through the development of those understandings, abilities, and attitudes which contribute toward effectiveness in the homemaking role. It will prepare some students for employment in home economics-related occupations. It will provide a basis for professional preparation for the college bound girl who plans a career in home economics or a related field.

It is apparent that we should be recruiting for home economics positions at the secondary level and beyond young women who:

- Are academically talented; who have keen, inquiring minds.
- Are interested in getting into a dynamic field where they can use their full potential for creative work.
- May or may not have homemaking skills. Those needed can be developed.
- May or may not be taking home economics in high school. Some work in home economics is desirable, but not essential. Foundation courses in the physical and social sciences are important to success in most of the subject matter courses.

The cooperation of administrators and teachers in encouraging young women who can qualify to enroll in the home economics education curriculum at the college of their choice is urgently needed.

IS THE HOME ECONOMICS PROGRAM IN YOUR SCHOOL IN THE STYLE  
OF THE '40's OR THE '60's?\*

THE '40's

Junior and senior high school home economics, Future Homemakers of America chapters, and adult home economics all separate and distinct programs

Felt needs and interests of students given the major consideration as bases for curriculum decisions

Major emphasis on personal development of students as happy, secure individuals

Emphasis on student-teacher sharing in setting up goals, planning ways to meet goals, and evaluating progress toward goals

Attention to the development of knowledge of specific factual information assumed to be of value throughout students' lives

THE '60's

All aspects of program coordinated, with emphasis on achieving important goals through the various channels

Needs of society and the logical development of the content of each area of home economics given major consideration as bases for curriculum decisions, along with felt needs and interests of students

Increased emphasis on intellectual development of students, as well as their social and emotional development

This emphasis retained but with more structuring of the situation to make certain that there is a logical development of the area content; perhaps more careful attention to "setting the stage" for student participation in planning so that students are prepared to make carefully considered decisions on bases other than the interests and felt needs of the moment

Attention to the development of understanding of principles and generalizations that will apply to new situations that students may encounter in the future

---

\* Adapted from D. Keenan, L. Lemmon, D. Manning, M. Mather, L. Walsh, and E. Simpson, "Help Yourself to Success," Illinois Teacher of Home Economics, Vol. III, No. 9, pp. 402-405.

Emphasis on the development of "standard products." Emphasis on the "right" or accepted ways of doing things

Problem-solving methods and their applications emphasized

Manipulative skills given emphasis in homemaking program

Short, 3-week units of study on babysitting, personal development, home nursing, etc.

As a usual practice, the learning experiences limited to the minimum for all students

Much attention to the problems of home production of foods and clothing

Problems of the home treated almost as if the home were an isolated social institution

Attention focused almost exclusively on student's own home and family and her home of the future

Considerable emphasis on "social mobility" as an educational objective

Limited attention to the mass media of communication and its influence on family life and on individuals

Emphasis on the girl's role as a future full-time homemaker, the boy's role as husband-provider

More emphasis on thoughtful evaluation of various ways of doing things, including consideration of the values involved and different ways of expressing values

Emphasis on various processes of thinking with applications made to all areas of homemaking, in addition to problem-solving processes

Less emphasis on the manipulative skills; more emphasis on management and the relationship areas

Units long enough to provide for development of mastery of the minimum essentials in the area of study

Provision for additional personalized learning experiences for developing individual abilities

More attention to the problems of home consumption of foods and clothing

Problems of the home considered in light of the interrelatedness of homes and other social institutions

Increased attention given to developing understanding of families different from student's own--families of different countries, of different parts of own country, of different groups within own community

More emphasis on helping students learn how to think critically and creatively and to solve their own problems with respect to their social goals, standards, and values

Increased attention to the mass media of communication and its influences on family life and on individuals

Increased emphasis on the girl's role as wife-homemaker-paid employee, and the boy's role as husband-home-maker-paid employee

Some attention in later high school years to preparation for marriage

Units on crafts and other leisure time activities sometimes included in the homemaking program

Curriculum plans assumed a two-generation family; little attention to the aged as family members

Little or no attention to preparation for home economics-related occupations

Home projects a vital part of the program, but frequently planned with regard to individual pupil's felt needs and interests only

Unit Plans include:

Objectives  
Learning experiences  
Content in form of factual subject matter to be taught  
Teaching aids  
Tests

Decisions regarding the scope and sequence within an area based primarily on felt needs and interests of students in a class

Increased attention to preparation for marriage, although there are still important questions to be answered:

What kind of education for marriage and family life is most effective?  
When should it be provided?

Increased emphasis on the more basic problems of leisure time:

What does increased leisure mean in terms of its possibilities for social service, community activity, becoming an informed citizen, and cultural and educational activities? How do our values influence our use of leisure?

With more older people in our society, curriculum plans assume a three-generation family although not necessarily living together; more attention to needs of older family members

Emerging emphasis on preparation for home economics-related occupations--requiring varying levels of preparation

Home projects and other home experiences, as home practices, more frequently seen as means of achieving class goals and more frequently related to class activities

Unit Plans include:

Objectives  
Learning experiences  
Content, in form of basic facts, principles and generalizations  
Teaching aids  
A variety of evaluation techniques appropriate to different objectives

Decisions regarding the scope and sequence within an area based on following considerations:



Scope

How frequently the learning will be needed

Chances that outcomes will be adequately learned apart from direct instruction of school

Cruciality of situations in which learnings will be used

How far students are capable of extending learning

What truly meaningful experiences can be provided

Sequence

Logical development of content in field

State of readiness for learning at each level

What pupils are likely to be enrolled in homemaking classes at each level

How provisions for new and interesting challenges may be made each year

How much repetition in an area is justified

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# ILLINOIS TEACHER OF HOME ECONOMICS

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Bonus Issue of the Illinois Teacher,  
Winter, 1965-66

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FOREWORD TO THE  
BONUS ISSUE OF THE ILLINOIS TEACHER

This issue of the Illinois Teacher of Home Economics is an interruption in the announced series on curriculum development in home economics. We decided to publish this "bonus issue," which you will receive in addition to the regular six issues for the year, in order to share with you several interesting articles that have come to our attention.

In the first article, Mrs. Ruth Whitmarsh, Instructor, Home Economics Education, University of Illinois, shares her findings regarding the attitudes of beginning home economics education students toward an employment education emphasis in high school home economics. Perhaps teachers will be interested in checking their own attitudes with the instrument employed by Mrs. Whitmarsh.

Mrs. Catherine Bieber of the Home Economics Education staff, University of Delaware, shared instruction in a home economics class for academically talented students at the University during the summers of 1963 and 1964. Since a major purpose of home economics at the secondary level is to motivate and recruit college-bound students for professional careers in home economics, and there is need for creative work in achieving this purpose, her article will be of special interest.

In the third article, Mrs. Lila Jeanne Eichelberger, Home Economics Teacher at the Annex, Champaign, Illinois High School, describes a unit of study to provide general preparation for the world of work. Readers may recall that the High School Annex home economics facilities were described in the Illinois Teacher of Home Economics, Volume VIII, No. 2. Mrs. Eichelberger's comments regarding her teaching facilities were also given.

We hope that our readers will enjoy this bonus issue! We would like to hear from you. Your suggestions for future issues of the Illinois Teacher will be welcomed.

---Elizabeth Jane Simpson,  
Editor

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# ATTITUDES OF BEGINNING HOME ECONOMICS EDUCATION STUDENTS TOWARD AN EMPLOYMENT EMPHASIS IN HIGH SCHOOL HOME ECONOMICS

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The purpose of this study was to ascertain attitudes of beginning home economics education students at the University of Illinois toward an employment emphasis in high school home economics; to ascertain whether techniques used for developing favorable attitudes in this particular course may have been effective; and to determine whether having held previous employment was related to scores on the attitude scale, "Beliefs about Employment Education in Home Economics at the Secondary Level." It is hoped that the information gained from this study will be of value in developing guidelines for the teacher education curriculum which will prepare high school home economics teachers who are competent to teach or supervise in work-study employment programs. The major hypothesis is that the mean score on the attitude scale concerning the employment emphasis in home economics education will be significantly more favorable at the end of the course than at the beginning of the course.

## Rationale for Study

Vocational and technical education has become increasingly concerned with the preparation of secondary students for gainful employment. In 1965, 3.8 million young people will reach working age. This is almost double that of 15 years ago. The number of jobs available for the unskilled has steadily declined during this period while opportunities in the skilled, technical, and service occupations have increased. Adequate preparation in the skills and attitudes needed for success in jobs where opportunities are available as well as in the traits which lead to general employability is imperative. The increased need for training and retraining workers of all ages has led to Federal legislation to help meet this need. A number of new programs have been established to prepare high school students for gainful employment; some of these programs are federally reimbursable whereas others are not.

The increased emphasis on employment education has led to a need for change in teacher preparation. The need for change in teacher education is particularly evident in home economics where the primary emphasis has consistently been preparation for homemaking, education for employment being incidental in most schools. In order to prepare secondary home economics teachers to meet the challenge of the employment aspect of home economics education, workshops were held on the campuses of many colleges and universities during the summers of 1964 and 1965. Previous

studies have dealt with attitudes of city and state supervisors of home economics education, of administrators in secondary schools in Illinois, and of secondary home economics teachers in Illinois toward the employment aspect of home economics. The instrument used in the latter study proved to be valid and reliable for ascertaining attitudes concerning employment education in home economics. All statements used were discriminating and the results of each statement correlated positively with the results of a general statement concerning this aspect of home economics. Significant changes in attitudes at the time of the Illinois Vocational Homemaking Teachers Association Conference and concomitant changes in behavior of teachers in the months immediately following the Conference, as measured by the instrument, have led this investigator to believe that conferences and workshops or courses in employment education are successful in disseminating information as well as in changing attitudes toward the employment aspect of home economics education. The instrument has proved useful in spotting issues on which there is disagreement and indecision. Such results can be of value in developing guidelines for the teacher education curriculum to prepare high school home economics teachers who will participate in employment education.

### Procedure

Encouraged by the results of previous attitude studies of state and city supervisors and the more recent study of Illinois secondary home economics teachers, the investigator proceeded to survey the attitudes of beginning home economics education students believing that such information would be helpful in planning for teacher education.

Subjects were 25 undergraduate girls, for the most part sophomores, enrolled in Vocational and Technical Education 101, Home Economics Education section, during the 1964-65 term. Information concerning the need for employment education was to be one of the topics of the course. This factor offered the investigator an opportunity to measure attitudes both at the beginning and again at the end of the course to determine whether there were significant differences in the attitudes of home economics education students toward the employment emphasis in home economics education at the end of the course as compared with the beginning. It was believed that measurement of students' attitudes at both of these times might also be used to help ascertain effectiveness of techniques used for the development of favorable attitudes.

In order to secure data, the same Likert-type attitude scale used at the Illinois Vocational Homemaking Teachers Association Conference was administered during the first meeting of the course for each semester.<sup>1</sup> Students were told that they need not ponder over choices but that they

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<sup>1</sup> Information concerning the preparation and validation of the instrument is found on pages 17-19, Attitudes of Illinois Vocational Home Economics Teachers Toward an Employment Emphasis in High School Home Economics, unpublished term project by Ruth E. Whitmarsh.

should mark the letter or letters which best expressed their choices as quickly as possible.

During the course students were assigned readings concerning the employment situation and the bases for including employment education in the home economics curriculum. Class discussions followed these outside readings. Students also worked in small groups discussing the issues related to employment education in home economics. Principles and generalizations concerning the employment aspect of home economics education were developed in these groups as well as individually. A lecture, presented by Dr. M. Ray Karnes, Chairman, Department of Vocational and Technical Education, University of Illinois, utilized slides and an overhead projector to graphically illustrate manpower problems. Other lectures and films dealing with employment education were presented by the instructor. The instrument was administered again at the last class meeting of each semester. Hand tabulations were made for all items because the limited size of each sample made it unprofitable to utilize the services of the University of Illinois Statistical Service Unit. Attitudinal items were coded as follows:

- (1) strongly agree
- (2) agree
- (3) undecided or don't know
- (4) disagree
- (5) strongly disagree

Since one-half of the items were keyed in the opposite direction and placed randomly in the instrument, it was necessary to transform results of these items in computing data to arrive at a total score for each questionnaire.

The data obtained from the questionnaires were used to test the hypothesis that mean scores on the attitude scale concerning the employment emphasis in home economics would be significantly more favorable at the end of the home economics education course than at the beginning. The t test was utilized to test the major hypothesis. Two nonparametric procedures, a sign test and the Mann-Whitney U rank test, were also utilized for this purpose. Each statistical test was made separately for samples collected each semester as well as for the combined samples. A point biserial correlation was to be utilized in determining whether having held employment was related to scores on the attitude scale. No correlation could be performed since all girls included in the study had held previous employment. Each item of the instrument was treated separately to determine attitudes of students on each issue concerning employment education. A chi-square technique was utilized for determining on which issues students' attitudes had changed significantly during the semester in which they were registered in the home economics education course. Due to the limited size of samples, a significance level of .10 or less is reported.

Following the statistical treatment of the data, the findings were analyzed and conclusions drawn regarding attitudes of beginning home economics education students at the University of Illinois concerning employment education in secondary home economics.

### Analysis and Discussion of Findings

The tabulation of results included 25 questionnaires completed at first sessions of each semester in the beginning home economics education courses, and 25 questionnaires completed at closing sessions of the courses.

The mean score for the 25 subjects (combining fall and spring samples) at first sessions of the home economics education course was 89 and the standard deviation was 6.46. The range of scores was 67-102. Mean scores for 25 subjects (combining fall and spring samples) at closing sessions of the course was 95.16 and the standard deviation was 7.2. Range in scores for closing sessions, combined samples, was 82-110. A t test was used to determine whether there was a significant difference between mean scores for samples collected at first and closing sessions of the course. The difference was found to be significant at the .01 level with a two-tailed test. See Table 1.

TABLE 1

MEAN SCORES CONCERNING ATTITUDES OF HOME ECONOMICS EDUCATION STUDENTS  
TOWARD EMPLOYMENT EDUCATION IN HIGH SCHOOL HOME ECONOMICS  
(COMBINED GROUPS)

Sample	Mean	Standard Deviation	t ratio
First Sessions (N = 25)	89.00	6.46	3.16*
Closing Sessions (N = 25)	95.16	7.20	

\*Significant < .01 level

Mean scores, standard deviations, and three tests of statistical significance were applied to fall and spring semester samples separately. See Table 2 for results of the t tests.

TABLE 2

MEAN SCORES CONCERNING ATTITUDES IN HOME ECONOMICS EDUCATION STUDENTS  
TOWARD EMPLOYMENT EDUCATION IN HIGH SCHOOL HOME ECONOMICS  
(SEPARATE GROUPS)

<u>Semester</u>		<u>Pretest</u>			<u>Post test</u>		<u>t ratio</u>
	Mean	S.D.	Range	Mean	S.D.	Range	
1 (N = 11)	88.9	3.09	85-95	96.6	7.3	86-110	3.25*
2 (N = 14)	89.1	8.20	67-102	94.0	7.1	82-107	1.69**

\*Significant < .01 level

\*\*Significant at .10 level

Nonparametric tests of significance were also applied to the data collected for the two groups but these tests did not prove to be as powerful as the t tests for discerning significance of difference. The sign test results for differences between medians were found to be significant at the .10 level while these results for the Mann-Whitney U rank test, a more powerful nonparametric test than the sign test, were found to be statistically significant at the .05 level for the first semester sample and the .10 level for the second semester sample.

The point biserial correlation, which was to be utilized in ascertaining whether having held employment was related to scores on the attitude scale, could not be performed since all girls included in the study had held major employment.

Table 3 is an analysis of results on each attitudinal statement for the combined groups. Results from administrations of the instrument at first sessions of the course will be referred to as Sample A and those for closing sessions, Sample B. A chi-square technique was utilized to determine on which items there was a statistically significant difference between the number of students who were positive in the closing sessions as compared to beginning sessions. In many cases the valence of a positive attitude increased but this was not tested statistically.

TABLE 3

BELIEFS ABOUT EMPLOYMENT EDUCATION IN HOME ECONOMICS AT THE  
SECONDARY LEVEL--NUMBER OF SUBJECTS CHECKING EACH ITEM

Item No.	Attitudinal Statement		SA	A	U	D	SD	Chi Square Value
1	Education for employment in home economics will interfere with the purposes of education for homemaking.	A	0	1	2	13	9	Not Sig.
		B	0	0	0	13	12	
2	Girls should receive employment education since most of them will be employed at some time.	A	10	14	0	1	0	Not Sig.
		B	12	11	0	1	1	
3	Offering home economics courses in employment preparation will have the effect of reducing the number of courses which prepare students for family life.	A	0	5	11	9	0	8.1***
		B	0	3	3	14	5	
4	The inclusion of home economics courses in employment preparation will reduce the enrollment in homemaking courses.	A	0	2	5	12	6	2.9*
		B	0	0	2	13	9	
5	Employment education in home economics could alleviate a shortage of service workers.	A	2	14	6	1	2	4.3**
		B	10	12	2	1	0	
6	Employment education in home economics will create an oversupply of workers in service occupations.	A	0	0	4	17	4	Not Sig.
		B	0	0	5	13	7	
7	Employment education might encourage dropping out of school as students would be able to recognize job opportunities.	A	1	1	0	13	10	Not Sig.
		B	1	0	2	15	7	
8	Including employment preparation in high school home economics will stimulate interest in and development of family life education.	A	5	14	4	2	0	Not Sig.
		B	5	12	7	1	0	



Table 3 (Continued)

Item No.	Attitudinal Statement		SA	A	U	D	SD	Chi Square Value
9	Preparation for employment in home economics courses will make girls more readily employable.	A	7	16	1	1	0	Not Sig.
		B	7	18	0	0	0	
10	Employment education is the most important recent development in home economics.	A	2	6	14	3	0	9.6***
		B	8	11	3	3	0	
11	Employment education in home economics will have a negative effect on family life education.	A	0	0	2	20	3	Not Sig.
		B	0	0	3	12	9	
12	Preparation for employment in high school home economics is not likely to reduce unemployment.	A	1	12	10	1	0	Item dropped
		B	1	10	7	6	1	
13	Employment preparation in secondary home economics will reduce the drop-out rate.	A	3	13	8	1	0	Not Sig.
		B	2	16	4	3	0	
14	Preparation for employment is an important aspect of home economics.	A	5	16	2	1	0	Not Sig.
		B	6	16	2	1	0	
15	Unemployment problems will be somewhat alleviated as a result of preparation for employment in high school home economics.	A	3	14	6	2	0	Not Sig.
		B	3	17	5	0	0	
16	Many students who have the ability to continue their education beyond high school will elect courses at the high school level which prepare for employment.	A	2	11	4	8	0	Not Sig.
		B	0	6	7	8	4	
17	Preparing students for employment may promote using the ability to think.	A	5	19	1	0	0	Not Sig.
		B	6	18	0	1	0	
18	Employment education is primarily for the slow learner.	A	0	1	2	12	10	Not Sig.
		B	0	2	2	14	7	

Table 3 (Continued)

Item No.	Attitudinal Statement		SA	A	U	D	SD	Chi Square Value
19	It is possible that employment education in home economics will add to the unemployment problems of men.	A	0	0	10	9	5	Not Sig.
		B	0	2	4	13	6	
20	Education for employment may have the effect of de-emphasizing the development of concepts and ideas in favor of manipulative skills.	A	0	2	8	14	1	Not Sig.
		B	0	3	2	16	4	
21	Education for employment will revitalize the entire home economics curriculum.	A	0	16	8	1	0	Not Sig.
		B	2	16	7	0	0	
22	Unemployment will increase unless more employment education is offered.	A	2	9	11	2	0	3.0*
		B	2	15	7	1	0	
23	Time spent in preparation for homemaking will be reduced as a result of including an employment emphasis in secondary home economics.	A	0	11	7	6	0	6.64***
		B	0	4	6	13	2	
24	Most employers would welcome employees who have had some preparation for the skills needed on the job.	A	15	9	0	0	0	Not Sig.
		B	19	6	0	0	0	

Key:

A--first administrations of instrument-- N = 25

B--second administrations of instrument--N = 25

\*--Significant at .10 level

\*\*--Significant at .05 level

\*\*\*--Significant at .01 level

The results for item number 1 indicate that students in Sample B do not believe employment education will interfere with education for homemaking. Most students agree or strongly agree that girls should receive employment education since most of them will be employed at some time, item number 2. Little change was made in the valence or direction of attitudes on this issue.

The results for item number 3 indicate a decided shift in opinion. In Sample A many students are undecided concerning whether employment education will reduce the number of courses which prepare students for family life. However, tabulations for the final administrations of the instrument, indicate a more positive attitude on this item. The change in attitude is statistically significant at the .01 level. Most students responding to item 4 do not believe that employment education will reduce the enrollment in homemaking courses. In Sample B, closing sessions of the course, attitudes are more positive. The change is statistically significant at the .01 level.

The majority of the home economics education students believe that employment education in home economics could alleviate a shortage of service workers (item number 5). Results for Sample B are more favorable and the difference in results between the two samples is statistically significant at the .05 level. Also, students do not believe that employment education in home economics will create an oversupply of workers in service occupations. Results on this item do not vary a great deal between samples.

Will employment education encourage dropping out of school because students recognize job opportunities (item number 7)? Most home economics students do not believe that it will, although some indecision is voiced on this item.

On item number 8, students were asked to indicate whether they believed employment preparation would stimulate interest in family life education. Although the majority of students believe that it will, there is some indecision voiced on this item, particularly in Sample B, indicating that more study may lead to a less positive attitude on this item. Few students question statement number 9 that preparation for employment in home economics courses will make girls more readily employable.

Students were asked to indicate whether they believe employment education to be the most important recent development in home economics (item 10). A larger proportion in Sample B believe that it is. Change from Sample A to Sample B is statistically significant at the .01 level.

The majority of the home economics education students do not believe that employment education will have a negative effect on family life education (item 11). Although there is no statistically significant change in the proportion of students who are favorable concerning this issue, there is a decided change in the valence with more students checking "strongly disagree" in Sample B.

The results for item number 12 were dropped from the study since many of the questionnaires included a typing error which changed the nature of the item.

The results for item 13 indicate that over half of the home economics education students in this study believe that employment education in home economics will reduce the drop-out rate. Some indecision was voiced on this item, particularly in Sample A. The majority of students agree that preparation for employment is an important aspect of home economics (item 14). Little differences were found between the samples.

Although the majority of students agree with item 15, "Unemployment problems will be somewhat alleviated as a result of preparation for employment in high school home economics," some indecision was voiced.

There seems to be no consensus concerning item 16. "Many students who have the ability to continue their education beyond high school will elect courses at the high school level which prepare for employment." Many students express concern on this issue but approximately as many disagree. Also, many students are undecided on the issue. Although Sample B student groups are more positive concerning this issue, the change is not statistically significant. Several home economics education students made comments concerning this item. They believed that high school students might elect courses to prepare for employment not as terminal courses but as a means to earn money while obtaining professional degrees. Several students indicated that they had taken business courses to earn money for college. Apparently, the lack of consensus on this item may be a difference in interpretation of the issue.

Most students believe that preparing students for employment may promote the ability to think (item 17). Little change was found between the samples. Is employment education primarily for the slow learner? Twenty-four of the twenty-five students in this study do not believe that it is. Will employment education in home economics add to the unemployment problems of men? Nineteen of the Sample B students do not believe that it will (item 19). Some indecision is voiced on this item, particularly in Sample A.

The results for item 20 indicate some indecision as to whether education for employment may have the effect of de-emphasizing the development of concepts and ideas in favor of manipulative skills. Fifteen of the Sample A students and 20 of the Sample B students do not believe that it will.

Some students are also undecided on item 21. "Education for employment will revitalize the entire home economics curriculum." Numbers of students agreeing with the item are 14 and 18 for Samples A and B, respectively. Item 22, 11 of the students in Sample A and 17 in Sample B believe that unemployment will increase unless more employment education is offered at the secondary level. Change in attitude on the item is statistically significant at the .10 level.

There seems to be considerable disagreement concerning whether time spent in preparation for homemaking will be reduced as a result of including an employment emphasis in secondary home economics (item 23). Many students are undecided on the issue. However, a change from Sample A to Sample B of 6 to 15 students who do not believe that employment education will reduce the time spent in preparation for homemaking is statistically significant at the .10 level.

All of the home economics education students in this particular study believe that employers would welcome employees who have had some preparation in the skills needed on the job (item 24). There was a change in the valence of the attitude on this item, with a decidedly larger proportion of the Sample B students checking "strongly agree."

### Summary and Implications

The purpose of the study was to ascertain attitudes of beginning home economics education students at the University of Illinois toward the employment aspect of home economics; to ascertain effects of the employment education aspect of the beginning home economics education course; and to determine whether having held previous employment was related to scores on the attitude scale. The investigator, using a previously prepared and validated Likert-type attitudinal instrument, found that attitudes of the 25 students included in the study were positive concerning the employment aspect of home economics on the pre-test and were even more favorable at the time of the post-test. The difference was statistically significant. All students included in the study had held previous employment.

It is not possible to reason from a one-group pre-test post-test design that changes were due to a specific cause; in this case, the home economics education course. Other factors such as history, maturation of subjects, and instrument decay may have confounded results. Nevertheless, the investigator believes that the evidence in favor of group methods, introducing audio-visual aids, commitment before others and developing generalizations versus learning facts--some methods utilized for this course--are effective means of developing favorable attitudes.

## About the Author

Mrs. Catherine V. Bieber is Assistant Professor of Home Economics Education at the University of Delaware. During the summers of 1963 and 1964 she conducted experimental high school programs for academically-talented students.

## EXPERIMENTAL HIGH SCHOOL HOME ECONOMICS COURSES FOR ACADEMICALLY-TALENTED STUDENTS IN DELAWARE

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How frequently have academically-talented students indicated that it was not possible for them to elect home economics? Academically-talented students in the State of Delaware were afforded the opportunity to enroll in a high school home economics course during the summers of 1963 and 1964. These experimental programs were offered through the combined efforts of the College of Home Economics, University of Delaware and the Home Economics Education Service, Vocational and Technical Division of the State Department of Public Instruction.

The purposes of these programs were twofold. First, they offered an additional opportunity for students to enroll in home economics programs, and secondly, they provided Delaware home economics teachers the opportunity to observe teaching methods and curriculum innovations. It was believed that these experimental programs would stimulate teachers to offer similar instruction for the purpose of further strengthening the academic education of students in home economics.

Classes were held on the University of Delaware campus. Facilities and laboratories in the College of Home Economics, were made available to the students. Both courses were taught by Mrs. Catherine Bieber, a teacher educator, who was also a certified Delaware home economics teacher.

### Enrollment and Publicity

Students enrolled in the program had completed their junior year, had maintained a high school record of high academic quality and were recommended by the principal of their school. An allowance of one-half Carnegie credit was authorized by the State Department of Public Instruction, and with the approval of the Chief School Officer, was recorded on the student's high school transcript.

Brouchures describing the course and application forms were sent to the home economics teachers and guidance counselors in all Delaware

senior high schools. The principals of these schools received a copy of the letter sent to the guidance counselors. It was believed that good rapport needed to be maintained between the guidance and home economics departments; for this reason, the application form requested the signature of a home economics teacher and a guidance counselor.

Radio and newspaper publicity was arranged by Mrs. Mildred Snowberger, State Supervisor of Home Economics Education. It was through the mass media publicity that inquiries were received from parochial and private schools. During both experimental courses, several students from parochial schools were enrolled.

The State Supervisor assumed the responsibility of notifying the Chief School Officers of the experimental courses and also informed the home economics teachers of the in-service programs. Following completion of the course, students were advised of the grades earned. An official record of grades and a brief comment regarding the students' performance were sent to the respective high schools by the State Department of Public Instruction. These transcripts were approved by the State Director of Home Economics Education and the Assistant Superintendent in charge of Secondary Education.

With few exceptions, the majority of the students had not elected home economics in high school. Since home economics is required in Delaware at the seventh- and eighth-grade levels, most students had been introduced previously to this field of study. Nineteen students enrolled during the first summer and eighteen during the second summer, representing schools from various geographic locations throughout the State. The daily attendance averaged over twenty, since students brought their friends to visit the class; one visitor attended five times and one student brought guests six times during the course. The visitors were included in class participation when possible and enriched class discussions. It was most rewarding to realize that the participants were interested in having their peers learn and share in class activities.

The State Department sought scholarship funds which would have enabled all students to reside on campus. Unfortunately, such funds were not available, but a number of students did live in the University residence halls Monday through Friday. The remaining students lived at home since they were within commuting distance. Formal class time was scheduled for the entire morning, with additional experiences planned for the afternoon. Although attendance in the afternoon sessions was completely voluntary, the majority of the class attended.

Planned social activities gave the students an opportunity to become better acquainted and to share ideas and traditions unique to their respective high schools throughout the State. These included such activities as a pool party at a student's home and picnic lunches provided by the students and the teacher. Students became acquainted with the Dean of the College of Home Economics, Dr. Irma Ayers, through her visitation to the class and through informal discussion during the "punch breaks." These activities also provided opportunity for professional home economists to further interpret their particular

discipline. Each student was also issued a recreation permit which entitled her to participate in the cultural and social activities of the regular University Summer Session.

### Course Content and Teaching Approaches

Determining the over-all course objectives was a most perplexing decision. What basic concepts would be most valuable to these students? Would these be effectively attained during the four-week period of time? Based on the recent reported research in home economics education, with particular emphasis on graduate studies completed in the College of Home Economics, students were given the opportunity to explore:

- Consumer economics as it related to clothing, food, housing, and home equipment.
- Sociological and technological changes affecting the home and family.
- Scientific experimentation in food and nutrition.

Emphasis was placed on providing a curriculum that would make high school home economics intellectually stimulating. The students were given many opportunities for pursuing individual and group research problems. The issuing of special permits to utilize the University library offered resources which enhanced each student's opportunity for research and independent study. Classes were held in a large workshop room that also housed additional resource materials and audio-visual equipment. Student evaluations indicated that 94 percent of both groups rated the opportunity for independent study as "excellent" or "good."

It was believed important for good rapport to be established among the students and with the teacher, during the first class meeting. Each student prepared a large place card which identified her and her respective high school. By rearranging the cards during the first few days, the students became acquainted with each other quite easily and small group activities were most successful by the third day.

The introductory class activity included an interpretation of home economics. Students were involved by placing various articles in a laundry cart which depicted areas of study and job opportunities. As the cart was pushed from student to student, each selected an article which stimulated a brief discussion of the area. A student who selected a colorful necklace quite easily related this object to the area of clothing. From this evolved a discussion on what aspects other than clothing selection are included in the study of clothing and textiles. The idea was further expanded to illustrate how art principles are applied not only in clothing but also in housing and home furnishings. A child's toy chosen by another student provided motivation for discussing family relations and child development. A transistor radio created an element



of surprise. However, as students analyzed the functions of the radio, it was effectively related to the importance of home management and consumer economics; it further emphasized the importance of the professional home economists in the field of communications. To summarize, a flannel board presentation was given by the teacher.

The importance of consumer economics as it related to clothing, food, housing and home equipment were explored during the first half of the course. The importance of consumer demand to the economy, consumer interpretation of advertising and consumer protection were only a few of the topics considered. One of the most interesting classes was the result of a survey on consumer credit buying conducted by the students in their communities during a weekend. The management process and the role of family members were quite easily woven into class discussions.

These experimental programs also provided an excellent time for the teacher to introduce recently learned teaching approaches believed adaptable for secondary students. One innovation was the experimental approach to teaching food. The Illinois Teacher\* was most helpful in compiling information and drafting an outline to assist in completing an independent research problem in food. Depending on previous experience and students' interests, problems ranged from simple experimentation to more complex problems. Examples of problems selected included: a comparison of the quality of conventional mashed potatoes with the quality of several brands of dehydrated potatoes, the effects different types of milk have on a basic muffin recipe, and a comparison of the quality of wild, brown, minute and converted rice. Stimulation was provided by two National Science Foundation Scholarship students who were working under the guidance of Dr. Arlette Rasmussen. These students described their project involving laboratory animals. This experience and a visit to the nutrition research laboratories offered a comparison of scientific research in food and nutrition with the type of experiments the students were conducting.

Individual readings in the area of clothing and textiles provided the necessary background for classes related to the social science approach to clothing. Questions such as, "What would be our attitude toward others if all people dressed identically?" and "What clothing changes would you make if you wished to change your social status?" emphasized the interest and enthusiasm that can be incited through this relatively new approach to the teaching of clothing. Pictures and clothing illustrating the different world cultures enhanced the discussion of many issues.

Experiences for enrichment were rated highly by the students. Film strips, films, slides and suggested readings were found to be most effective. Many students related their class activities to home experiences and voluntarily reported new learnings they had discovered. A limited

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\* Illinois Teacher of Home Economics, Volume VI, Number 4.

number of field trips and resource people from business and the University faculty were other additional assets for stimulating critical thinking.

### Summary

Generally speaking, experimental courses in both summers were similar in content for the purpose of providing a better basis for evaluation. However, feasible suggestions from the first summer program were incorporated in the second course, and in addition, methods and techniques were varied and adapted to each group.

One hundred percent of the students responded that, if a similar course were offered in their high schools, they would recommend it to their friends. They emphasized the need for such programs and the necessity of publicizing such a course. A different impression or understanding of home economics was revealed through course evaluations by the following student comments: "Wonderful, stimulating. Planted new interests in my mind which I hope to pursue further." "My impression is now much more realistic--Home Economics is a lot of work." "I appreciate home economics more, because I didn't realize the many fields that were offered in home economics." It was encouraging to find that approximately twenty-six percent of these students did enroll as freshmen in the College of Home Economics.

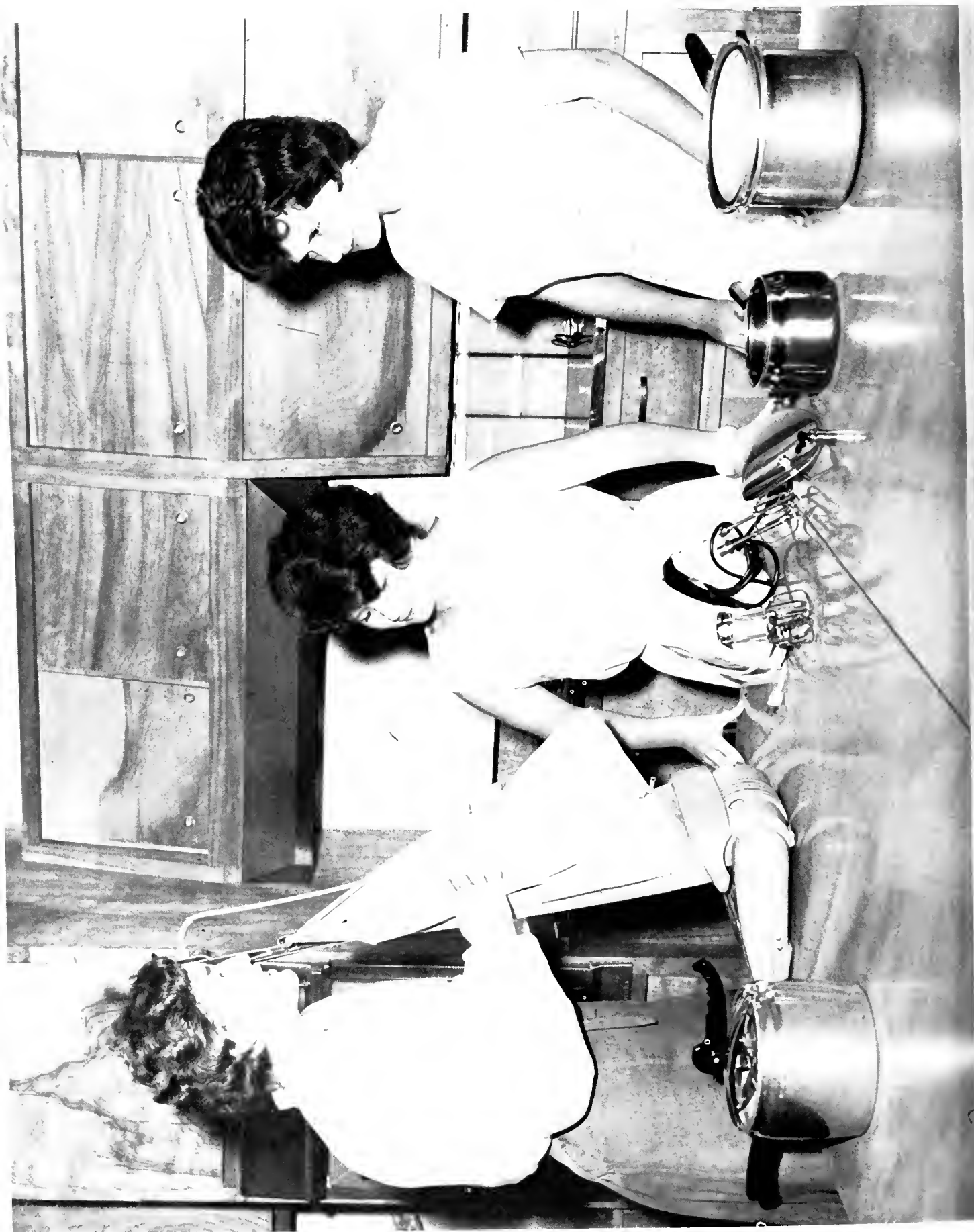
All Delaware home economics teachers were invited to observe the classes. Opportunity was also provided for teachers to enroll in an in-service course scheduled simultaneously with the high school class; time was arranged for this group to meet for seminar discussions regarding the class and for planning home economics programs for academically-talented students. The teachers who observed the high school group but were not enrolled in the in-service program met for informal discussions with the teacher during lunch.

A number of the Delaware home economics teachers who participated in the in-service course have initiated programs for academic students or have revised the curriculum to make it possible for college oriented students to elect some aspect of their program. Although the impact of these experimental programs in the Delaware schools has been gradual, evidence has been rewarding. The kind of programs which can be offered for academic students are unlimited.

These experimental programs provided an invaluable experience to this teacher educator as she continues to prepare students for a teaching profession in home economics. Perhaps you, too, will find such an experience as stimulating and exciting.



The shortometer was used as an objective method for evaluating results in an experimental food laboratory.





Physical and chemical tests on textile fibers were performed.

## A UNIT OF STUDY ON "ORIENTATION TO THE WORLD OF WORK"

Lila Jeanne Eichelberger  
Champaign, Illinois High School

Mrs. Eichelberger teaches Home Economics to sophomores at the Annex, Champaign, Illinois High School. The unit that she describes and outlines was planned as a project in a graduate course in Home Economics Education at the University of Illinois.

Following is a plan for a four-week unit on Orientation to the World of Work. Although it was planned as a unit of study to be taught at the sophomore level either in a home economics class or "home-room" situation, it might be taught at the junior or senior level. The content might also be integrated in a work experience-study program as problems related to the content areas arise.

The four-week unit on the world of work is divided into four approximately equal segments:

- an overview of employment and women in the labor force,
- job opportunities related to home economics and considerations for choosing occupations,
- locating a job, and
- success on the job.

This article includes the first two segments worked out in some detail. As the unit is taught additional content may emerge and new learning experiences may be developed.

### Identifying what is taught in employment education in subject areas other than home economics

Before beginning to plan this unit of study it seemed advisable to find out what related material other teachers in the schools were including in their courses of study. The distributive education teacher was quite interested in hearing about the unit and was very cooperative in helping to locate materials in the distributive education reference books which will be helpful in teaching the commonalities of education for employment. He also indicated that he favored a cooperative effort in employment education. My partner for this project, Miss Jane Cole, interviewed the office occupations teacher and one of the teachers in a special education program for slow learners. Plans for further exploration of what is being taught in employment education are included in the section on future directions.

### Future directions

The assistant superintendent in charge of curriculum in our city was receptive to the idea that education for employment is valuable for most students. He also stated that some information about vocations should be available early in the child's school experiences and that this be added to and expanded as he progresses in school. He favors the cooperative effort of all interested departments in educating for employability.

Following my work on development of this unit, it seemed to me that my next steps should include:

1. Further exploration of what various departments at all levels are including which is related to employment education.
2. Determining what departments and staff are interested in helping develop plans for coordinating a program for employment education and organizing to begin developing such plans.
3. Surveying the community to determine possible job opportunities.
4. Exploring the possibility of an advisory council for employment education. This might be a subcommittee of the general advisory council which already exists.
5. Evaluating the content of the orientation unit as it is taught. I am certain that it contains too much for four weeks. Setting up pretests for the section on locating a job may indicate that the students already comprehend this material.

### Examples of introductory materials and interest approaches for employment education

1. In an introductory unit of study in September in the sophomore home economics class, I plan to discuss with the students such questions as, "Who are you?" and "Why take this course?" The dual role of women will be explored in our discussions. During each unit of study throughout the year, we shall explore implications of what is studied for employment as well as homemaking. Perhaps we can brainstorm these ideas in free minutes of time when the ideas of the day have been developed and the bell is about to ring or the mechanical equipment fails and there are a few minutes before it is fixed.

I hope there will be a place where a permanent poster can be hung to keep a list of opportunities for developing marketable skills "jewels in the pocket." Each girl will keep her own list on a chart set up as follows:

"Jewels in My Pocket" or "Opportunities for Developing Marketable Skills"

DIRECTIONS: As we study each area of home economics, list the opportunities for present or future employment. If you had the chance to perform the activity and did well, place a check (✓) in the column entitled Possible Aptitude; if this opportunity for employment sounds like something you wish to know more about or become more skillful in, place a check (✓) in the column entitled Interest.

AREAS  
CLOTHING,  
TEXTILES,  
GROOMING

POSSIBLE  
APTITUDE

INTEREST

ETC.

2. Each spring for several years the Champaign Youth Council has sponsored a "Hire a Teen" campaign. In cooperation with the Council the local papers have provided free ads in the employment column for teenagers. I may investigate possibilities for cooperating with this project.

3. At the beginning of the school year, instead of using the usual get-acquainted instrument, I may use one similar to the following:

DIRECTIONS: Without talking to anyone write your first reaction to the poster I will display. Do not sign your name.

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Poster will say:

HELP WANTED: Girls between 14-17 years of age, in good health, with Junior High education, pleasing personality, attractive, interested in doing a good job, willing to learn, responsible. Unlimited opportunities for advancement.

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Let's imagine you decide to apply. Fill out the application form. (Parts adapted from D. E. Notebook by Mason and Rapp).<sup>1</sup>

- |            |           |               |
|------------|-----------|---------------|
| 1. Name    | Age       | Date of Birth |
| 2. Address | Telephone |               |
| 3. Height  | Weight    |               |

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<sup>1</sup> Rath, Patricia and Ralph E. Mason, Distributive Education Notebook, The Interstate Printers and Publishers, Inc., Danville, Illinois, 1963.



4. What has been your diet for the last two days?

	Breakfast	Lunch	Supper or Dinner	Snacks
Yesterday				
Day Before				

5. What changes might you make in your diet which could add to your general health and stamina?

6. How much rest do you get? List the number of hours of sleep you had last week:

	from	to	Number of hours
Sunday			
Monday	"	"	"
Tuesday	"	"	"
Wednesday	"	"	"
Thursday	"	"	"
Friday	"	"	"
Saturday			

Total number of hours during week\_\_\_\_\_

7. What improvements in your sleep habits would add to your health and general fitness?
8. Do you get enough exercise? List those physical activities and sports which are part of your regular weekly schedule.
9. A. What schools have you attended?
- B. What kind of grades have you made? (Ex: mostly B; or some B's and some C's; or, a few D's.)
- C. Were your grades in junior high generally lower, about the same, or higher than grades received in elementary school?
10. What is your school attendance record for last year? Check (✓) the blanks which best describe it.

A. Tardiness

\_\_\_Never tardy

\_\_\_Tardy less than once a month

\_\_\_Tardy about once a month

- ☐ Tardy about twice a month
- ☐ Tardy about once a week
- ☐ Tardy more than once a week

B. What are reasons for your tardiness?

C. Attendance

- ☐ Never absent
- ☐ Absent at least once a month
- ☐ Absent about twice a month
- ☐ Absent about once a week
- ☐ Absent more than once a week

D. What are reasons for your absence? (If illness, be specific--  
cramps, headache, etc.)

11. In what extracurricular activities do you participate?

A. School

B. Community

12. Have you had work experience?

A. Describe your work experiences and explain approximately  
how long you were employed.

Part time

Full time

B. If you have no work experience would you like to begin working  
soon?

13. A. Are you employed now?

B. If so, what do you do and what hours do you work?

C. If you are not now employed would you like to locate a job for part time, full time, or summer work?

14. Have you ever been fired or laid off? What reason(s) did your employer give?

15. Do you think you have a pleasing personality? Why?

16. Are you as attractive in your appearance as you would like to be? Discuss.

A. Grooming

B. Dress

17. Are you interested in doing a good job? Why?

18. Are you willing to learn on the job? Why?

19. How responsible are you? What are the qualities you possess which make you a responsible person?

4. Before beginning the unit on orientation to the world of work I plan to do an attitude inventory asking such questions as the following:

DIRECTIONS: Check ( ✓ ) in the column which best describes your feeling.  
How Do You Feel About the Following?

Agree	Undecided	Disagree
		1. All fathers should have a job.
		2. Work means physical labor.
		3. People enjoy work.
		4. Mothers should not work outside the home.
		5. The only thing a persons gets from his job is the money he makes.
		6. Teenagers should not work part time while in high school.

Agree	Undecided	Disagree

7. Teenagers should not work full time while in high school.
8. People are unemployed because they don't want to do the type of work which is available.
9. People are unemployed because they don't want to work.
10. People are unemployed because there are not enough jobs.
11. People are unemployed because they lack education and training to do the type of work which is available.
12. People who sit at desks are actually not working.

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5. At the beginning of the unit I plan to distribute the "Vocabulary for Orientation to the World of Work." This gives clues to some of the concepts that will be identified and explored.

#### VOCABULARY FOR ORIENTATION TO THE WORLD OF WORK

DIRECTIONS: As each of the following terms comes into our discussions in this unit, write the definition in the blank following it. If a word which you do not understand is used in class or in a reference, please add it in the space entitled "others" and find its meaning.

affluent economy

dual role

education

gainful employment

home economics-related occupation

(Etc. in alphabetical order)

OTHERS:

## TENTATIVE OUTLINE FOR ORIENTATION TO THE WORLD OF WORK

### Four-week unit

#### I. Employment overview

##### A. Socio-economic conditions affecting employment

1. Industrialization
2. Urbanization
3. Population explosion
4. Increased life span
5. Family more consuming than producing unit
6. Increased number of gainfully employed women
7. Affluent economy
8. Specialization
9. Mass communication
10. Improved transportation

##### B. Future prospects

1. Training and retraining to prepare and update an increased number of technicians and skilled craftsmen
2. Increased education and understanding for family living
3. More free time
4. More women in the work world and less discrimination in pay and positions
5. Increase in professional, white collar, and service jobs; decrease in farm and unskilled jobs
6. Need for adult education for all

7. Reorganization to include area vocational and/or technical schools and to make education and retraining possible for all regardless of sex, color, race, origin, or residence

## II. Women in the labor force

### A. Characteristics of gainfully employed women

1. Number
2. Age
3. Family status
4. Work patterns
  - a. Full time
  - b. Part time
5. Attitudes of
  - a. Women toward work
  - b. Employers toward working women

### B. Reasons women are gainfully employed

1. Support self and others
2. Raise standard of living for self and/or family
3. Contribute to community and national life
4. Personal expression, growth, and satisfaction

### C. Implications of women's working

1. Woman's multiple roles
2. Dual responsibilities
3. Moral-ethical considerations
4. Increased expenses

### D. Job opportunities in home economics related areas requiring different levels of education and training

1. Immediate opportunities with little additional training
2. Future opportunities requiring additional education and/or training

## III. Considerations for choosing occupations

### A. Types of reward

1. Financial return
2. Prestige
3. Creative or manual skills
4. Service

B. Requirements

1. Interests and personality characteristics
2. Aptitude
3. Education, training, and skill
  - a. High school
  - b. Post high school and adult education

C. Length of time involved

1. Temporary or part time
2. Permanent and/or full time

D. Decision making

IV. Securing a job

A. Locating job leads

1. Personal contacts
2. Community facilities
3. Private organizations
4. Governmental agencies

B. Making application

1. Letters
2. Application forms
3. Personal resume of qualifications

C. Preparing for interview and being interviewed

1. Credentials

- a. Social Security Number
- b. Birth certificate
- c. Diploma, degree, or certificate
- d. Work permit
- e. Reference letters
- f. Samples of work
- g. Finger prints
- h. Naturalization papers
- i. Military papers
- j. Security clearance

2. Interview

- a. Arranging for
- b. Understanding techniques
- c. Personal appearance
- d. Personal behavior

V. Attaining success on the job

A. Personal appearance

B. Relationships

1. Employer-employee
2. Employee-employee
3. Employee-customer

OBJECTIVES (Part I and II)

An awareness of socio-economic changes in society and their affect on employment.

Some understanding of the reasons for changes in the world of work.

An appreciation of jobs requiring different levels of education and training.

Identification of some cultural trends having implication for future employment opportunities.

Identification and clarification of values held related to gainful employment of women.

Knowledge of the gainful-employment status of women.

Knowledge and appreciation of the reasons why women are gainfully employed.

Understanding some of the problems of gainfully employed women.

Awareness of employment opportunities in home economics-related occupations requiring different levels of education and training.

Interest in preparation for employment in home economics-related occupations.

Some understanding of the different rewards from gainful employment.

Identification and some understanding of the requirements for various types of occupations.

Identification of the different opportunities for education and/or training for gainful employment.

Some comprehension of the value of planning for and acquiring education and/or training for gainful employment.



Awareness of the importance of part-time job experiences.

Recognition of bases for choice among alternatives when considering part- and permanent or full-time employment.

Realization that the perfect job does not exist for an individual.

Identification of individual qualifications that are conducive to employment.

Analysis of the individual qualifications needed for different types of education and training.

Analysis of individual qualifications for fulfilling the requirements for gainful employment in certain job families.

An awareness of socio-economic changes in society and their affect on employment.

Some understanding of the reasons for changes in the world of work.

An appreciation of jobs requiring different levels of education and training.

Identification of some cultural trends having implication for future employment opportunities.

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#### TERMS TO BE DEFINED

industrialization	affluent economy
urbanization	specialization
population explosion	communication
life span	gainful employment
producing unit	interdependent society
training	education
skill	technical training
unemployment	

## GENERALIZATIONS

1. Conditions influencing employment opportunities include: industrialization, specialization, urbanization, geographic location, economic conditions, mass communication, improved transportation, population explosion, increased life span, and increased number of gainfully employed women, and the change in the family from a producing to a consuming unit.
2. Jobs requiring different levels of education and/or training are essential in an interdependent society.
3. Knowledge of the past and present world of work tends to indicate trends for future employment opportunities.

## LEARNING EXPERIENCE

1. APPENDIX 1  
Review cultural changes in American family. (From personality unit)  
1.1. Small groups consider facts and/or case situations for affects of socio-economic conditions on employment opportunities.  
1.2. Use supervised study questions to help students locate pertinent material in references.  
Generalize from findings in all sources.
2. APPENDIX 2  
Trace the "life" of the food you ate for a meal or snack. Discuss the jobs related to the task of getting the food to your table.
3. APPENDIX 3  
Evaluate predictions, Journal of H.E., December, 1963, p. 748.  
Summarize findings from supervised study. (1.2)

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OBJECTIVES

To identify and clarify values held related to gainful employment of women.

Knowledge of the gainful employment status of women.

Knowledge and appreciation of the reasons why women are gainfully employed.

Understanding of some of the problems of gainfully employed women.

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TERMS TO BE DEFINED

status

roles of women

dual role

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## GENERALIZATIONS

4. Knowledge of the employment status of women facilitates identification and understanding of some of the problems involved.
5. Technological procedures, modes of living, and social customs affect the number of gainfully employed women.
6. Decisions concerning gainful employment for women are affected by factors such as age, marital status, family responsibilities, age of children, income of husband, and moral ethical considerations.
7. Choices available to women include: gainful employment and/or marriage, gainful employment before marriage or marrying without such experience, and full-time homemaking or homemaking combined with gainful employment.
8. A woman choosing gainful employment in addition to homemaking has dual responsibilities.
9. Married women tend to enter and leave the labor force as family responsibilities and material needs change.

Awareness of employment opportunities in home economics-related occupations requiring different levels of education and training.

Interest in preparation for employment in home economics-related occupations.

## LEARNING EXPERIENCES

## 4-5 APPENDIX 4

4.1. Provide sentences to be completed to identify attitudes toward employment of women.

4.2. Guide students in arranging display, flannel or bulletin board on the status of gainfully employed women.

## 6. APPENDIX 6

Panel or symposium on "Why Women Work."

## 7-9. APPENDIX 7

Each student chooses one article from reference list and summarizes the author's point of view on woman's role and problems of women working outside the home. Class discussion based on readings.

## TERMS TO BE DEFINED

home economics-related occupations

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10. Awareness of job opportunities is conducive to interest in and preparation for employment.

## 10. APPENDIX 10

10.1 Study filmstrip, "What is a Job?"

10.2 Underline home economics-related jobs in chart developed in General. 2.

10.3 Study filmstrip, "What are Job Families?"

10.4 Classify jobs according to education and areas of home economics.

## OBJECTIVES

Some understanding of the different rewards from gainful employment.

Identification and some understanding of the requirements for various types of occupations.

Identification of the various opportunities for education and/or training for gainful employment.

Some comprehension of the value of planning for and acquiring education and/or training for gainful employment.

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## TERMS TO BE DEFINED

philosophy of life

job families

aptitude

interest

qualifications

## GENERALIZATIONS

11. Individual differences in philosophy of life, interests, personality, aptitudes, education, training, and skills influence choices made in respect to gainful employment.

11.5-8. Employment possibilities available to a person are influenced by his education and other qualifications. Education affects a person's understanding and appreciations. The way a person lives and his standard of living are influenced by education, background, and choice of gainful employment.

## LEARNING EXPERIENCES

## 11. APPENDIX 11

11.1. Students study case situations involving choices of jobs for different reasons. Study references for clues as to what individuals consider important in a job. Discuss observations made of peoples' actions in respect to job choices. Review generalizations from filmstrip viewed earlier. ("Who Are You"--used in personality unit)

11.2. Each student lists first, second, and third job choices if he were in the first group on the moon.

11.3 Study filmstrip, "What Do You Like to Do?"

11.4. Each student lists things he likes to do, activities which include these interests, and new interests she would like to explore.

11.5. Paragraph on "amount and kinds of education a person needs for employment."

11.6. Study filmstrip, "What Good is School?"

11.7. Evaluate present and future school subjects for usefulness to individual in respect to personal development and employability.

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 OBJECTIVES

Awareness of the importance of part-time job experiences.

Recognition of possible differences in choice among alternatives when considering part and permanent or full-time employment.

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 TERMS TO BE DEFINED

12. Understanding of work and possible future vocations is enhanced by any part-time job.

## APPENDIX 12

React to T-F statements, review references, and defend answers.

## OBJECTIVES

Realization that the perfect job does not exist for an individual.

Identification of individual qualifications needed for different types of education and training.

Analysis of the individual qualifications for fulfilling the requirements for gainful employment in certain job families.

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## TERMS TO BE DEFINED

advancement

fringe benefits

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## GENERALIZATIONS

13. Long-term planning for education and experiences facilitates gaining and holding a job. Personal qualifications required, and time and money involved in preparation vary according to the type of employment.

## LEARNING EXPERIENCES

13. APPENDIX 13  
Return job choices on Mars, (11.2), list of activities one likes to do, (11.4), and personality analysis sheet, (from personality unit)  
13.1. Evaluate job choices on Mars.  
13.2. Have students make a first and second choice from job families in home economics-related areas. (Refer to chart, 10.4)  
13.3. Evaluate choice of jobs on basis of additional information gained through study of occupations.

## APPENDIX 1

## REFERENCES

Duvall, Family Living, pp. 30, 355-58.

Fleck, Practical Forecast for Home Economics, April, 1964, pp. 7, 28.

Bird, Saturday Evening Post, June 20, 1964, pp. 6, 8.

## 1.1. (Sample case situations)

Compare woman's responsibilities on the farm and in town. What are some implications for employment?

"We spend twice as much money for our food as we did twenty years ago, and a much larger portion of this dollar goes for convenience foods."

(What's New, September, 1963) What may be the affect on employment?

"Fewer people do heavy work and, therefore, need foods lower in calories."  
(What's New, September, 1963) How might this affect employment?

Many "homes are equipped with freezers, deep fryers, rotisseries, automatic grills, and electric skillets, to name a few." (What's New, September, 1963)  
How does this affect or change employment opportunities?

## 1.2. Overview of the World of Work

The following questions are guides for helping you in your study. As you list information, indicate where you found it so that we again may locate it with ease.

Example: In 1960,  $\frac{1}{4}$  of all employed women were service workers.  
(1960 Handbook on Women Workers, p. 8.)

1. List examples of social and economic conditions which affect employment opportunities.
2. List differences in education and/or training necessary for various occupations.
3. List any comparisons of conditions now and in the past or any predictions for the future. (Example: 1940 compared to 1960)

## APPENDIX 2

Imagine you ate a hamburger and glass of milk after the game at a drive-in restaurant.

1. In small groups trace the jobs necessary in the "life" of one of these foods from the original source of supply to the tray on your car window.
2. On the board, as a class, summarize the jobs according to amount of education and/or training and skill necessary.\* Provide chart for each student to make a copy for future use.

LESS THAN HIGH SCHOOL		HIGH SCHOOL		EDUCATION AND/OR TRAIN. BEYOND HIGH SCHOOL
LITTLE TRAIN- ING AND SKILL	ADDITIONAL TR. & SKILL	LITTLE TRAIN- ING & SKILL	ADDIT. TR. & SK.	

\*Determine level of education and/or training needed by what teacher and/or students know from experience.

## APPENDIX 3

REFERENCES (In addition to those listed in Appendix 1)

Asbell, Ladies Home Journal, June, 1964, pp. 78-98.  
 Medved, What's New, September, 1963.  
 "Technical Schools...", Changing Times, October, 1963.  
 Hannah, Journal of Home Economics, December, 1963, p. 748.

## APPENDIX 4

REFERENCES

AUW Journal, May, 1962.



"The American Woman...", Changing Times, February, 1964, pp. 42-46.

American Women, Report of the President's Commission.

"Fourth Dimension Woman," Ladies Home Journal, June 1964, pp. 22-120.

Hall, AVA Journal, April, 1964, p. 25.

Markinko, Practical Forecast, September, 1963, pp. 42, 43, 158-62.

1960 Handbook of Women.

Peterson, Realm, October, 1963, pp. 28-30.

Udall, Ladies Home Journal, July 1964, pp. 32-34.

Women Today:....YWCA.

Wood, AVA Journal, April, 1962, pp. 22-23.

4.1 DIRECTIONS: Complete each sentence by writing in the first thought or idea that comes to you as you read the item. Do not sign your name and do not discuss any item with your neighbor. Hand your paper in as soon as you have finished the last sentence.

1. Women work because
2. Children of working women
3. When a wife works, the husband
4. A big problem for employed women
5. Men feel that employed women
6. The employment of women causes
7. Employed women are

4.2. Divide class into six groups. Five groups plan and arrange area of display, flannel or bulletin board on gainfully employed women. (Teacher or interested student sets up organization of presentation.) Sixth group prepares panel or symposium for APPENDIX 6.

Women in the Labor Force

1. Number

2. Age

3. Family Status

4. Work patterns

Full time

Part time

5. Attitudes

Women toward work

Employers toward women workers

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APPENDIX 6

REFERENCES

Duvall, Family Living, pp. 132, 236-7.

SRA Newsletter, October, 1960.  
and those listed in Appendix 4.

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Symposium or panel (composed of those in the six group arranged for in 4.2) entitled, "Why Women Work or Do Not Work," based on summary of reasons from interviews made by students before and during the unit, from references, and from personal observations.

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APPENDIX 7

REFERENCES

Same as Appendices 4 and 6.

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# "Guide for summarizing information in reading"

Author

Name of article

Source

Date

Pages

Use the following questions to help you summarize to hand in and to report to the class the article you read.

1. What is woman's role?
  2. What are some problems if a woman is gainfully employed? isn't gainfully employed?
  3. What were some other points or information you consider of value for sharing with the class?
- 

## APPENDIX 10

### REFERENCES

Filmstrips, SVE, What is a Job? and What are Job Families?

Chart, "Jewels in Your Pocket"

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#### 10.1. "Guide for viewing filmstrip, "What is a Job?"

1. How does this source define a job?
2. According to the filmstrip, what jobs do you have as a teenager?
3. The characteristics of a job determine what kind of worker is needed. What examples are given?

10.2. Refer to chart set up in Generalization 2. Underline home economics-related occupations. Have students list other home economics-related occupations about which they know or can find listed in sources such as telephone book or newspapers (and sources obtained in our workshop). Plan student contacts with employers for purpose of determining the requirements for various occupations according to abilities, physical skills, education, and training.

#### 10.3. "Guide for viewing filmstrip, "What are Job Families?"

1. Why are jobs grouped into families?
2. How is education related to your qualifications for employment?
3. As you watch this filmstrip, jot down some ideas for ways that home economics-related jobs might be grouped into families.

10.4 Classify job opportunities in home economics-related areas as follows:  
(Refer to chart, "Jewels in Your Pocket.")

AREAS	LESS THAN A HIGH SCHOOL EDUCATION	HIGH SCHOOL EDUCATION	EDUCATION AND/OR TRAINING BEYOND HIGH SCHOOL
Clothing, grooming, and textiles			
Foods and nutrition			
Housing and home decoration			
Human develop- ment--Care of aged, children, and ill.			
Management and Consumer Educa- tion			

## APPENDIX 11

### REFERENCES

Asbell and Milford articles, Ladies Home Journal, pp. 22, 25, 78, 98.

Craig, Thresholds to Adult Living, pp. 28-39.

Filmstrips, SVE, What Good is School? and What Do You Like to Do?

Landis and Landis, Building Your Life, pp. 301-5, 308.

"Technical School...", Changing Times, October, 1963.

Duvall, Family Living, pp. 30-32.

#### 11.1. Case situations :

Jim has chosen a career in chemistry. A large plastic company will pay him \$7,000 per year to start. He is also offered a teaching job in a high school at an annual salary of \$5,200. Why might he choose the teaching job? the job in the plastic company?

Mr. Smith has been working as a carpenter for many years. He has the best reputation in town for finishing wood-paneled walls. The company for which he works has offered him a good increase in salary to become a salesman for the homes they build. He refuses the offer. What might be some reasons for his refusal of the promotion?

Susan, 17, is a salad maker in a restaurant down town. She feels the salads she prepares give enjoyment to the people who eat them and that she is helping others by preparing salads. She likes her boss and the other people who work in the kitchen. What are some reasons why Susan works?

11.2. Imagine you are traveling with the first group to live on the moon. If you could choose any job on the moon you wanted, what would it be? What would be your second and third choices? List on a sheet of paper, sign your name, and hand the slip in.

#### 11.3. Questions to answer during filmstrip and from references.

1. What are reasons people give for liking to do things?
2. How may these help them in their vocational choice?

#### 11.4. List two things you like to do for fun.

What is it about these activities which make them enjoyable?

What are some vocational choices which include your interest?

What new interests would you like to explore?

11.5. Write a paragraph on, "The amount and kinds of education a person needs to get along in the world." Do not sign your name.

11.6. Guide for filmstrip, "What Good is School?", and references on education and/or training opportunities.

1. How can school help me now?
2. How can school help me in the future?
3. What examples are given of how various subjects are useful in life? (Give specific examples)
4. What are other opportunities during and after school years for further education and training?

11.7. Guide for group recorders for buzz session on evaluating school subjects for usefulness to individual.

1. Summarize the subjects group members are presently enrolled.

SUBJECT	THINGS I CAN LEARN WHICH CAN HELP ME NOW	THINGS I CAN LEARN WHICH CAN HELP ME IN THE FUTURE

2. List other subjects or training group members plan to take in the future.

SUBJECT	THINGS I CAN LEARN WHICH CAN HELP ME AT THE TIME	THINGS I CAN LEARN WHICH CAN HELP ME AFTERWARDS

3. Describe other subjects or experiences a person needs to equip him for the world of work.

## APPENDIX 12

Answer these questions true or false.

1. The only thing a person gets from a part-time job is her wages.
2. A person might choose as a part-time job, work which she would not consider if she thought she had to work at it for several years.

Divide the class into four groups according to answers to above questions. Have each group study applicable references and defend its answer.

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## APPENDIX 13

13.1. Device for evaluating job choices:

	FIRST CHOICE	SECOND CHOICE	THIRD CHOICE
1. What was the job?			
2. How does it relate to what you like to do?			
3. Which of your personality qualities are related to it?			
4. What other qualifications for the job do you think you possess?			

13.2. Guide for gaining more information about a job or job family.

"The most important job family you can discover will be the one which makes you feel important and useful." (SVE Filmstrip)

1. What job or job families in home economics-related areas interest you and can make you feel important and useful for possible employment?

First choice

Second choice

2. What qualifications do you have for these jobs?
3. Using the following questions as a guide, find out more about one of your choices. Write a paper summarizing the results of your research. Include references used.
  - a. What education and/or training is required?
  - b. If there is education and/or training beyond high school, how long does it take and approximately how much does it cost?
  - c. Are there possibilities for employment in this job where you expect to be living? How do you know or how can you find out?
  - d. What are the advantages of the job?
  - e. What are the disadvantages of the job?
  - f. What beginning pay can be expected in this job? What are the possibilities for advancement in position and salary?
  - g. What are some fringe benefits of the job?
  - h. What other information about the job was of interest to you?
  - i. If you are considering a specific job, what are other jobs closely related to it for which you are qualified or could qualify with a little additional effort?

### 13.3. Guide for evaluating job choice.

1. How have your ideas about the job remained the same?
2. How have your ideas changed?
3. Are you still interested in this for possible employment? Why?



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4. What Are Job Families?
5. What Good Is School?

\*Indicates reference for the teacher, college-bound, or student who wishes to read more difficult material.



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# CAPSULE REVIEW

FOR FURTHER INFORMATION/MRS. CAROL B. EPSTEIN, PUBLICATIONS DIVISION/ADAMS 4-4848

## PUBLICATIONS NOTICE/IMMEDIATE RELEASE

**CONTEMPORARY ISSUES IN HOME ECONOMICS: A CONFERENCE REPORT.** Coordinating Council of Home Economics Organizations. Washington, D.C.: National Education Association, Department of Home Economics, 1965. 130 pp. \$1. Stock No. 261-08390.

This is a point of inquiry, rather than a point of view. It comes at a time when important issues face the field of home economics, issues that need clarification and definition before an attempt can be made at resolution.

Just as the scientist states his problem prior to investigation and possible solution, so the Coordinating Council of Home Economics Organizations, meeting at the University of Illinois in May 1965, sought to delineate the most crucial problem areas of home economics education without reaching a point of agreement or commitment.

The central issue explored at the conference is the relationship and compatibility of general educational goals with vocational goals in the home economics curriculum. Other questions that were considered are the relationship among cognitive, affective, and psychomotor objectives of the home economics program; the kind of preparation and attitudes necessary for the home economics teacher; and the nature of the facilities needed for an effective home economics program. Participants went on to state and examine relevant subissues to these topics.

The papers from the conference comprise Contemporary Issues in Home Economics. They do not outline the trends or directions for home economics education; they do provide a provocative statement of the problems that should be a first step toward solution for home economics teachers, supervisors, administrators, teacher education instructors, and all those concerned with the potentialities of the field for meeting the needs of individuals and of society.

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